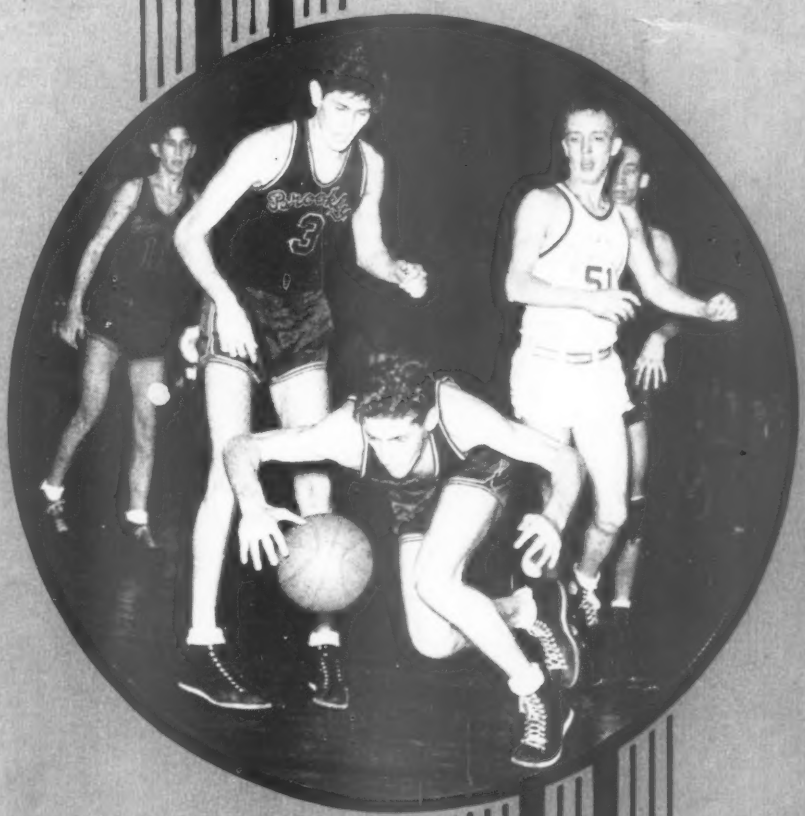
ATHLETIC JOURNAL

Vol. XXV January, 1945



Problems in Teaching Basketball

John Lawther

Devitalizing the Razzle-Dazzle Game

Forrest C. Allen

Man-to-Man Defense Employing Rushing, Switching and Floating Tactics

Roy W. Moren

REMOVE THE MENACE
OF ATHLETE'S FOOT

Three steps keep Athlete's Foot out of your school. *No. 1.* Use Odorless Derma-San Disinfectant for scrubbing to remove sources of infection. *No. 2.* Use Derma-San in foot-baths to eliminate existing infection. *No. 3.* Sprinkle Derma-San Foot Powder into shoes to prevent new infection. Ask for details to-day. You'll agree that the Derma-San Control System is simple, direct and positive.

DERMA-SAN
COMPLETE CONTROL SYSTEM

FUNDAMENTAL strategy in developing a *high-scoring team* starts with a 100% non-slippery gym floor finish—and that means Seal-O-San.

For Seal-O-San helps give you an offense and a defense that *"clicks."* You'll see your team, playing on Seal-O-San, score victory after victory. You'll see them pivot, pass and shoot in championship style.

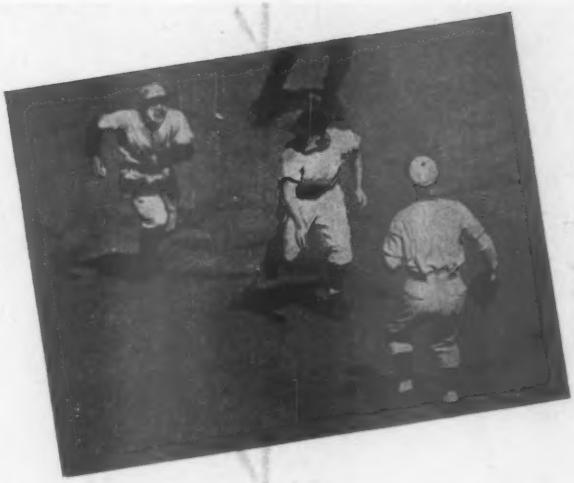
Seal-O-San's slip-proof surface gives your players *positive* traction for quick starts and stops. It makes teaching of fundamentals easier. It builds confidence . . . morale . . . the will to win. Moreover, serious accidents from skids or falls are avoided. Thus, Seal-O-San helps to keep your best shots in the game . . . keeps your *winning combination* intact.

Don't count on luck to bring you a championship. Use foresight and put a mop-applied, low-cost, non-slip Seal-O-San finish on your gym floor *now*.

HUNTINGTON LABORATORIES INC
DENVER HUNTINGTON, INDIANA TORONTO

SEAL-O-SAN

THE PERFECT GYM FLOOR SEAL AND FINISH



THAT THRILL IS HERE!

Ready for Civilian Release

• Last month we announced a thrill in store for you. And here it is now—ready for civilian enjoyment . . . this new movie sports thriller that covers every game in the 1944 World Series. Our Armed Forces have been supplied with prints of this amazing film, so now it's Spalding open house for your clubs, sports organizations, schools and other interested groups.

Made with sound on 16 mm. film, the 1944 World Series movie is produced by the American League, and co-sponsored by Spalding.

Now is the time to step up greater sports interest!

Number of prints is limited, so write now. Films are free—all you pay are the shipping charges. Be sure to mention, when writing, the date or dates when you can use this 1944 Baseball Classic. A. G. Spalding & Bros., 19 Beekman Street, New York 8, New York.

Spalding Sets The SPALDING Pace In Sports

AWARDED TO ARMY E NAVY 3 SPALDING PLANTS

ENSHRINED

IN THE HEARTS OF THE SPORTS WORLD

The Late

MAJOR JOHN L. GRIFFITH

A TRIBUTE BY THE
SPOT-BILT ORGANIZATION.
WITCHELL-SHEILL COMPANY

Send us ALL your football equipment for RECONDITIONING
You'll be delighted with the "miracles" we can do!

You'll have grand looking equipment next season if you send us *all* your football gear . . . from head to foot . . . for reconditioning. And the equipment will be good for many more seasons, too. We clean it — sterilize it — repair it — and replace parts where necessary. We ship it prepaid in sealed mothproof containers . . . all ready to issue for next season. (We will recondition only such of your equipment as we believe will warrant the cost.) We have an organization of skilled specialists doing the finest reconditioning work for leading schools, colleges, army and navy posts.

Send us your
Helmets
Shoulder Pads
Hip Pads, Pants
Jerseys, Shoes
Footballs. Also
Cross Country
Equipment

WRITE US FOR SHIPPING BAGS AND SHIPPING INSTRUCTIONS

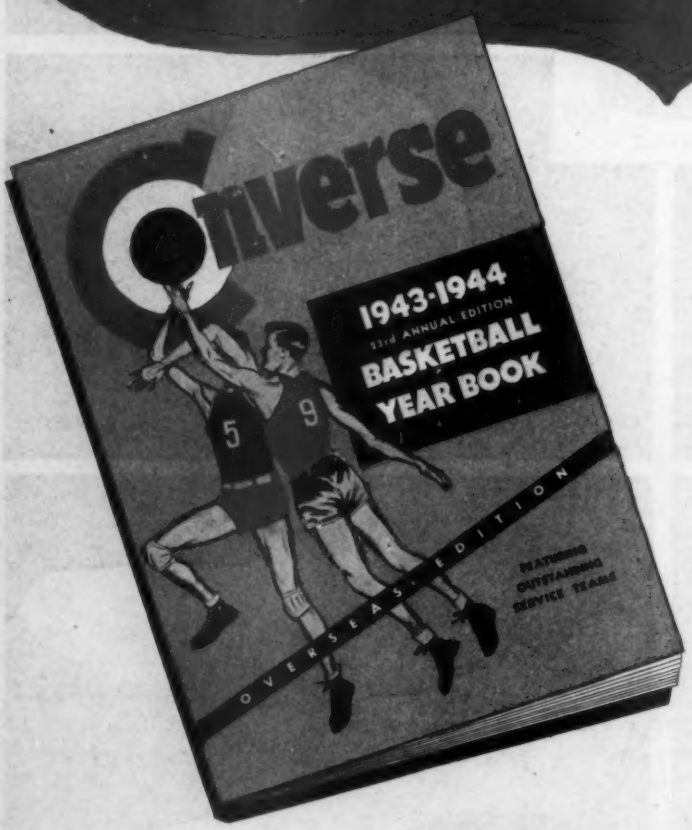
"If it's from Rawley, it's Right!"

RAWLEY COMPANY • 44 Columbus Avenue, New Rochelle, N. Y.

"TO KEEP THE BOYS IN TOUCH WITH HOME"

OVERSEAS EDITION

CONVERSE BASKETBALL YEAR BOOK



EXACT DUPLICATE, except for size, of the regular Converse Basketball Year Book for the 1943-1944 basketball season. Team records, articles, pictures—all 48 pages and cover are there, but on thin paper in reduced size (5¾" x 7¾").

Majority of copies of this special Overseas Edition are taken by the Special Services Divisions of the Army and Navy for overseas distribution.

To keep the boys in touch with the basketball developments of the past season, Converse will gladly send a single copy of the Overseas Edition—with your name on an enclosed card—to a friend of yours in service overseas. Use the coupon below—print plainly—supply correct A.P.O. or F.P.O. address; and be sure to sign your own name as well. Mail the coupon today!

PLEASE SEND FREE COPY OF CONVERSE "OVERSEAS YEAR BOOK" TO:

Serviceman's Name.....

Service Unit.....

APO
FPO.....

Your Own Name
and Address.....

.....

.....

CONVERSE RUBBER COMPANY, Dept. J1, MALDEN 48, MASS.

CONVERSE
Chuck Taylor
ALL STAR
BASKETBALL SHOES

VOLUME XXV

The ATHLETIC JOURNAL

NUMBER 5

CONTENTS

for January, 1945

PAGE

7 Problems in Teaching Basketball.....John D. Lawther

12 Fundamentals of Shooting Analyzed

14 Devitalizing the Razzle-Dazzle Game.....Forrest C. Allen

16 In Memoriam—John L. Griffith

17 The Growth of American Sports and Athletics

20 Solving a Zone Defense.....Clifford Wells

30 Man-to-Man Defense; Employing Rushing, Switching and Floating Tactics.....Roy W. Moren

36 High School Boxing.....John J. Walsh

40 The Teaching of Wrestling in California.....P. J. Rasch

44 Soccer—An Excellent Intercollegiate and Interscholastic Sport.....J. H. Nichols, M.D.

48 One Important Year.....William A. Gerber

PUBLISHED MONTHLY except July and August by the Athletic Journal Publishing Company, 6858 Glenwood Avenue, Chicago, Illinois. Member Audit Bureau of Circulations. Request for change of address must reach us thirty days before the date of issue with which it is to take effect. Duplicate copies cannot be sent to replace those undelivered through failure to send advance notice.

SUBSCRIPTION PRICES: $1.50 per year; $2.00 for two years; $2.50 for three years; 90 cents for six months; 75 cents for five months; Canada, $1.75 per year; foreign $2.00 per year. Single copies, 25 cents. Copyright, 1945, The Athletic Journal Publishing Company. Entered as second-class matter, August 14, 1925, at the post office at Chicago, Illinois, under the Act of March 3, 1879.

No. 5 *of a series showing what Esquire is doing in the sports field.*

Esquire is doing things in SPORTS

Just Out: *Esquire's First Sports Reader**

☛ *it gives you the thirty-six greatest sports articles from Esquire*

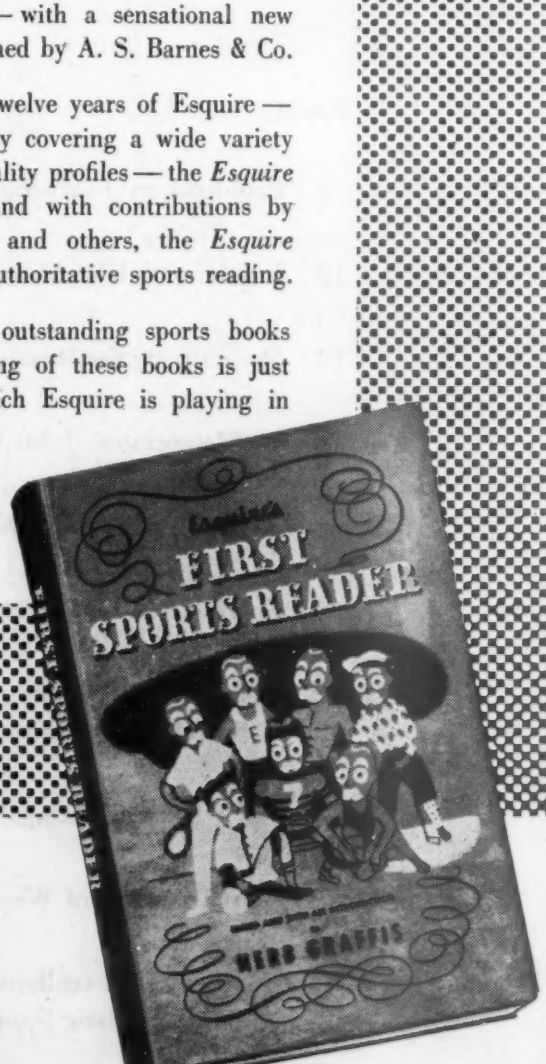
☛ *it provides entertaining reading on a wide variety of sports subjects*

☛ *it gives you unforgettable writing by ace sports authorities*

YES — ESQUIRE IS DOING THINGS IN SPORTS — with a sensational new *Sports Reader*, edited by Herb Graffis and published by A. S. Barnes & Co.

HERE ARE THE GREAT SPORTS ARTICLES from twelve years of Esquire — in permanent form, to enjoy at your leisure. By covering a wide variety of subjects — from how-to-do-it articles to personality profiles — the *Esquire Sports Reader* fits sportsman and fan alike. And with contributions by Ben Hogan, Clark Shaughnessy, George Lott, and others, the *Esquire Sports Reader* gives you a fund of unbeatable, authoritative sports reading.

THE *Esquire Sports Reader* is one of several outstanding sports books which Esquire has sponsored; and the publishing of these books is just one of the aggressive, forward-looking roles which Esquire is playing in the sports world. That's why you'll find that Esquire — a vital, active publication — is the favored magazine of men who are doing things in sports.



WESTBROOK PEGLER
columnist,

pokes a humorous probe into the libido of wrestlers, in "Are Wrestlers People?". . . in *Esquire's First Sports Reader.*

FORD FRICK
President of the National League,

tells of ballplayers' superstitions, in "Luck Goes to Bat". . . in *Esquire's First Sports Reader.*

ERNEST HEMINGWAY
famed novelist,

writes on deep sea fishing, and shooting, in "On the Blue Water," and "Remembering Shooting Flying" . . . in *Esquire's First Sports Reader.*

***Esquire's First Sports Reader* will be on sale January 15 at your book or department store.**

AMERICA'S LEADING GENERAL MAGAZINE ON SPORTS

Esquire

© ESQUIRE, INC., 1945

Problems in Teaching Basketball

By John D. Lawther

Basketball Coach,
Pennsylvania State College

In Illustration 1, Number 11 (dark jersey) passes to 8, screening around the post as shown in Diagram 1.

THE basketball coach wants to teach the boys as much basketball as he can, as fast as he can. The two problems of basketball teaching procedure which seem to be raised most frequently are: (1) what specific movements and movement patterns should be taught and, (2) what teaching procedures are most successful in helping the boys acquire these movements and movement patterns?

Detailed Movements of Skills Vary

There is no general agreement among coaches as to the answer to these two questions. If one were permitted to generalize from laboratory studies of movement-pattern learning, one would decide that the boy does not learn to conform to an exact series of specific movements in executing the various skills such as passing, shooting, and dribbling. Instead, the boy learns an approximation of a certain way or work method. He shoots a basket with an approximation of a certain pattern, but repeated shooting methods vary in the specific contributions of finger, arm, body, and leg movements. As he becomes more expert, the skill becomes more generalized; that is, he may shoot one-handed or two-handed. He may shoot from his waist, from his chest, or from the top of his head. He may tap in a rebound, or hook the ball back over his head. Each time he shoots, the movements differ because the distance varies. Backboards and their backgrounds vary. The various balls that he uses have differences. He, himself, varies in his kinaesthetic sensing, muscle tonus, or available energy.

Detailed Analyses Questionable

Laboratory studies have thrown considerable doubt upon the value of any detailed analysis, by the learner, of the movements that he makes. In fact, the studies indicate that such self-analysis tends to retard his learning. Perhaps the beginning coach is more effective because of the very fact that he has the boys practice without much *specific* verbal guidance as to exact movements; or, perhaps, the boys do not understand the vague, incomplete analyses, hence progress in their learning without being upset by *detailed* coach direction. But one fact stands out—many of these nonanalytical beginning coaches are quite successful. They can demonstrate, they radiate enthusiasm, and they are prodigal of time and efforts.

Motivation and Opportunity

The beginning coach, mentioned above, who has stirred the interest of the boys in basketball by his radiation of enthusiasm, and, perhaps, by his own skilled performance as he has demonstrated, and who has made sure that his boys had adequate opportunity to play, has already made a strong beginning in solving the two major problems in teaching; namely, the problems of adequate motivation, and of adequate opportunity to learn.

The motivation of basketball learning is immeasurably helped by the place that basketball has already taken in the life and recreation of America. Garden games, particularly intersectional games with their color, glamour, and romance of far places, enthrall the youngster. The amount of interest created in the game of basketball by traveling professionals is significant. Many teams such as the Celtics, and the Harlem Globetrotters a generation later, played exhibitions in hundreds of small towns and villages scattered over the United States. The youngsters who grew up in the little hamlets of Pennsylvania do not remember Barnum, Buffalo Bill, or Jesse James as their childhood heroes. They remember Dehnert, Lapchick, Cooper, Price, or a hundred other basketball immortals. The names may be Fortenberry, Greunig, Hyatt, or McCracken through the Mid-West because of the A.A.U. leagues and tournaments. Whoever the hero, the fact, that there is a basketball immortal in the boy's mind, a hero to emulate, solves much of the motivation problem of the coach.

There has been a trend within recent years to have very small youngsters play a game of two four-minute periods between halves of college games. The youngsters and their parents seem to share enthusiasm for the experience, and the crowds find the little "tads" very entertaining. With wise handling, this between-halves feature can start hundreds of youngsters on the road to a fitness and a skill development, worth much more than the immediate, and very evident, crowd-entertainment purpose of basketball.

Communities and coaches are rapidly solving the problem of opportunity for the youngsters to learn. Playgrounds, back alleys, clubs, churches, and school gymnasiums may all furnish places to "shoot a few baskets" or play a little "two-on-two." The community that is fond of the game can offer the children abundance of opportunity to play. The basketball coach can put up a few extra backboards and distribute a few balls in places where they will be well used. With a little extra effort, gymnasiums can be kept open weekends, holidays, and after school. Boys will learn much basketball, regardless of the system or coaching, if a court and a ball are available. The future great scorers of America are already practicing in clubs, in alleys, in old barns, or in backyards.

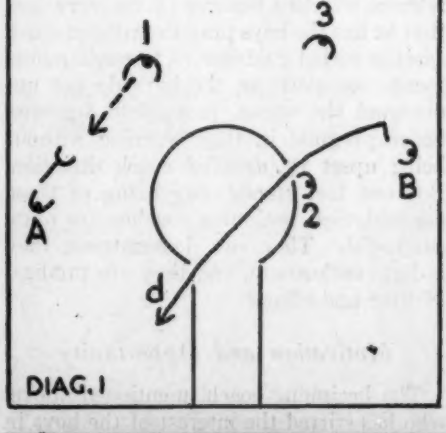
Making Skills Automatic

Attention Not on Own Performance. If

Illustration 2 shows the first part of Diagram 2. Eleven is faking a pass to 4.

the boy is to succeed at basketball, he must be able to keep his attention focused on the opponents, and on his team mates. He must watch both so that he can decide instantly the appropriate thing to do. The good player is continually focusing his attention on the total, constantly changing situation. He is constantly sizing up the situation to see whether to pass, to dribble, to cut for the basket, to shoot, to rush back on defense, or to play his man more loosely. Such focus of attention, however, means that the boy *does not* pay attention to "how he performs the skill." He must be able to dribble, for example, without paying attention to dribbling. The skill must be performed automatically. He should possess this same absence of attention, this automatic skill performance in shooting, passing, pivoting, defensive covering, and the multitudinous other skills that make up basketball. An example from another field of movement-patterns may clarify the point. The automobile driver must respond to recognized dangers automatically, or his movements are too slow to prevent accidents. Even in critical situations, the well-trained driver will extricate himself by appropriate automatic responses. He gets out of critical situations as a result of his automatic action-patterns before he has time to get frightened. The skilled typist pays attention to the manuscript and types automatically. The skilled pianist pays attention to the music score. The fighter pilot's very life depends on his ability to put all his attention on his enemy while he automatically responds to what he sees. *What to do* demands attention on the constantly changing situation. *How to do*, to borrow from Will James, must be left to the "effortless custody of automatism."

The First Step Is the "General Idea."



The basketball coach wants this automatic behavior by his boys on the court, and he wants it as soon as possible. Neither he nor the boys are willing to wait for years to automatize the skills. The first step in rendering movement patterns mechanical is that of giving the boy a "general idea" of an approved way to perform the skill. The usual procedures to develop this "general idea" are demonstration, showing movies of the skill performance, and putting the boy through the skill unit in slow motion. The techniques used depend on the size of the unit chosen. If the skill unit involves merely reception of a pass, followed by a dribble and a shot, a demonstration followed by the boy's attempt at imitation may be all that is necessary. If the skill unit involves the movements of five men in an offensive continuity, slow motion rehearsal is necessary. Walking the five boys through the pattern, with enough verbal direction to keep the motions approximate to what is desired, is the better teaching procedure. When the pattern is demonstrated at regular speed by five boys who have learned it, the speed and complexity confuse the beginner instead of giving him "the general idea."

Mimeographed Diagrams Not Helpful. Mimeographing the pattern and distributing it to the boys for study do not seem to hasten the learning of beginners. In fact, it seems to retard their learning. The boys get started by thinking and analyzing parts, and seem to have great difficulty in getting rid of this slow thinking-and-analysis process. Penn State basketball squads formerly used this mimeographed approach to floor patterns. The coaches found that the boys who learned the floor patterns most rapidly were the boys who did not bother to study the diagrams. Some of the conscientious boys could diagram the patterns perfectly on

Illustration 3. Eleven has completed a fake and is feeding the post player 17. See Diagram 2.

paper, yet were unable to run the plays rapidly enough to suit the game situation, even at the end of their freshman season. State finally adopted the policy of using diagrams only with the "expert" boys—boys who had played a couple of years of varsity basketball—and using with them only simple diagrams of opponents' plays.

Speedy Response Necessitates Action Rehearsal. In adjusting defense to opponents' offensive techniques, there seems to be nothing of so much value to average players as the experience of playing against the techniques. The third team may be very crude in acting out the opponents' offensive styles and patterns, but even the crude attempts help the varsity boys more than charting, lecture, and discussion by the scout. The difference seems to be a matter of speed of response. The drill against the opponents' style develops *responses to situations* instead of developing the slower process of *analysis of situations followed by response.* The coach's verbal directions should accompany the drill and should stress *what to do;* for example, "Play opponent X close when he draws his feet together," "Play opponent Y loosely outside because he breaks very fast," or "Shove your team mate on this screen to speed up his switch."

Example of an Offensive Action-Pattern. The process of establishing a skill pattern as a mechanical response can be made clearer by an example. Not uncommonly, squads are made up of smaller boys with many skilled movements and larger, more awkward boys. Such is the type of squad which confronts the average coach. He needs some height on his team so he plans an offense that will permit inclusion of some of the larger, more awkward boys. In attempting to find such an offense a few years ago, the State coaches worked out a revolving floor pattern as a part of their offense. The diagrams of the pattern are presented here so that the process of making it automatic can be described.

Illustration 5. Number 17 has pivoted back out and passed to the out-front man who is crossing over. The picture shows one rotation almost completed. The post player is just starting outside (See Diagrams 3 and 7).

The first stage of the pattern is shown in Diagram 1. Player 1 fakes a pass to 3. This fake is the signal for A to come to meet the ball and B to start around the screen set by 2. Next, 1 passes to A and takes a step as if he were swinging behind 3. A receives the ball, pivots to face B and feeds B approximately at d if B is open. If B is covered, A pivots back out to face toward 1. This pivot is the signal for stage 2, shown in Diagram 2. A's pivot to face 1 is the signal for 1 to cut outside of A toward the basket; and a signal, also, for 2 to cut across the free-throw circle. A holds the ball toward 1 until 1 is just a step from A; then, A feeds 2 and cuts as indicated. Two holds his position until he sees whether 1 is going to open; if 1 does not open, 2 takes a three-quarter pivot-turn clockwise on the foot farthest from the basket. This pivot is accompanied by a movement of the ball to a position above the head. The ball is held in both hands. At the completion of his pivot, 2 passes to A at y if A is open; or 2 shoots if he is open. In case neither alternative occurs, 2 pivots back out to face toward 1's original position (See Diagram 1 for original positions). This pivot back out is a signal for 3 to run to 1's original position, B to assume A's original position, and A to assume B's original position. Two passes to 3 as 3 comes to 1's original position, then 2 moves to 3's original position. While 2 is moving to 3's original position, 1 moves to 2's original position (See Diagram 3 for positions after one rotation).

Illustration 4. Player 11 has cut by 17 for a screen. Number 17 has taken the clockwise pivot and has the ball in passing or shooting position.

The numbers 1, 2, and 3 are in order of successive positions. Players A and B alternate sides of the floor. The forwards run a figure 8 and the other three men run a heart-shaped figure. Diagram 4 shows the path of A and B. Diagram 5 shows the center and guards' path. Diagram 6 shows the two paths interwoven as they are in the action-pattern. Diagram 7 shows the continuity-path and ball-path.

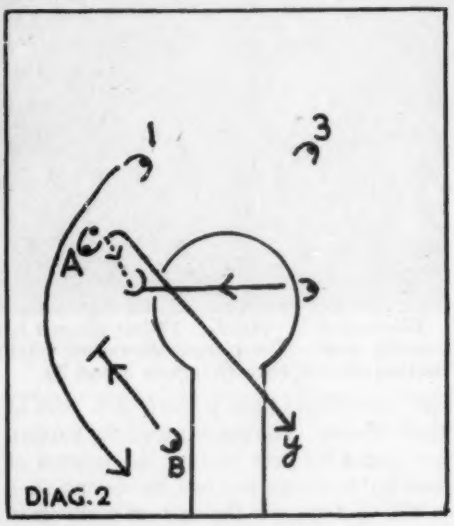
Method of Teaching the Action-Pattern. This five-man floor pattern can be well started with a group of inexperienced boys in one evening of practice. The numbered path should be used for the larger, more awkward boys, and the lettered path by the more agile boys. The coach can jog through the path of A and B to show

Illustration 6. A scramble-ball drill to develop aggressiveness at getting a loose ball.

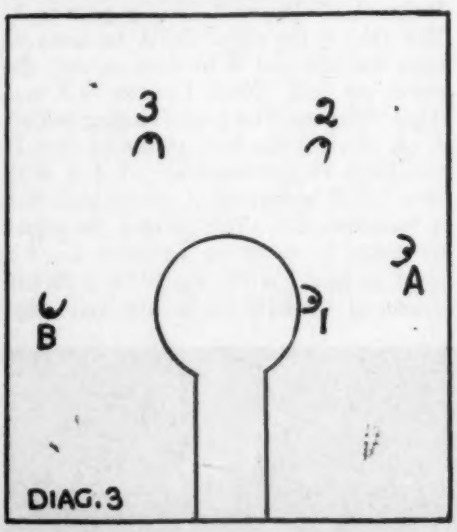
its course; then jog through the path for players 1, 2, and 3 to show its course. Next, he may tell and demonstrate for A and B their cues to cut; and tell and demonstrate the cues for players 1, 2, and 3. The next step is to have all five boys try walking slowly through the total pattern with just enough accompanying verbal direction to guide the passing and give the boys the gross framework of the pattern. The pace should be very slow at first, but kept moving. The pattern must be a *continuous* action even if it is slow. The boys will want to run too fast at first. For rapid learning, a largo movement is better than a staccato; that is, slowness but not interruption. It is better to run the continuity in the early stages as if A and B never opened under the basket, and as if the other three men were always prevented from shooting at the edge of the free-throw circle. In this continuity of motion, the ball will travel the path T-R-S-T (See Diagram 6).

When the flow of the total pattern seems to be relatively mechanical, the breaks for scoring may be tried briefly against a weak defense. In other words, the early practices against opposition should be short, and the opposition should be carried on by inferior opponents. It is a good practice to keep large enough squads so that lower-level players are available. These inferior players give the effect of opposition without putting too much pressure on the learners. Too early pressure on the not-yet-mechanized action-pattern retards the learning.

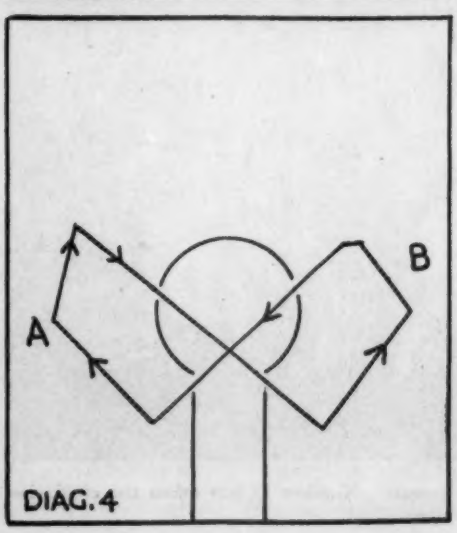
The process of teaching rapidly an action-pattern, so that it will function automatically, starts with the "general idea" or gross framework, that is, the consciousness of merely the broad outlines. The learner seems to scatter or diffuse his attention over the whole action-pattern, with only such slight focuses of attention as are necessary to recognize cues or signals. Even these cues or signals should turn into flash perceptions which require very limited attention. Secret practice is necessary for the early stages of making action-patterns automatic. The secret practice is merely the means of protecting the boys from distracting conditions. As the action-pattern becomes more firmly established in the boys, they may be subjected to spectators, stronger opposition, strange floors, and different backboards. If the varying conditions are introduced too early in the learning process, the boys may become bewildered and retarded in learning. When such a condition occurs, the



DIAG. 2



DIAG. 3



DIAG. 4

Illustration 7. A rebounding drill to develop aggressiveness in rebound recovery.

boys should have refreshing drill under less exacting circumstances. The varying conditions, however, must be experienced in order to make the action-pattern general enough to stand up against differing opponents, road trips, and hostile crowds.

If a gross error starts to creep into the action-pattern, the attention of the boys should be focused on it sufficiently so that it is recognized and therefore avoided; for example, the boys may begin to run in curved lines around the man at the edge of the free-throw circle (Diagram 1, Player 2). The curved line path is longer than the path which the defensive man runs behind 2. The best way to cure this offensive error seems to be by a few slow rehearsals of *the error* practiced by the boys who were committing it. The boys should practice the exact error with their attention on it and on the way in which the error helps the opponent.

In the early stages, only gross errors should receive attention. Calling attention to all minor errors introduces breaks in the action-pattern and gets the boy into an analytical attitude about part-responses, the very thing the coach is trying to guard against. Action-pattern learning should be automatic response learning, not analytical or problem-solving learning. Moreover, many of the minor errors will be eliminated more rapidly *without attention* as practice continues.

Knowledge of Why It Works Unnecessary for Beginners. The detailed answers as to the *why* of the different parts of the action-pattern are best left for discussion after the learning is well advanced. If the learner asks "why," the answer should be as brief as possible without decreasing the degree of interest. Analysis should not be encouraged at this stage. In the action-pattern presented above, the positions, the various parts of the paths, the fakes, the pivots, and the timing of the various parts are all based on factors which should make the defensive task more difficult. The procedure of the boy coming across the free-

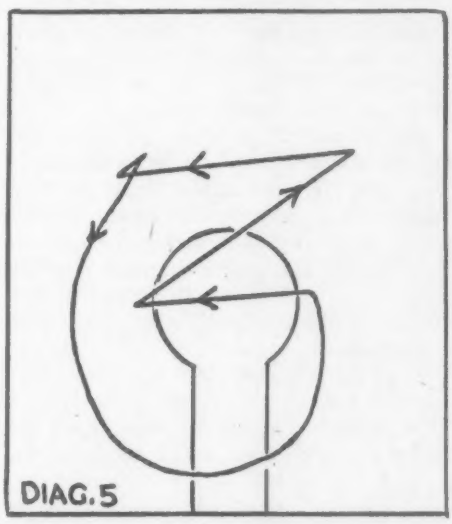
throw circle (2 in Diagram 2) is a good example of the complexity of "why." He was taught to leap out of the circle with his legs well spread, his knees bent, his arms out to receive the ball before it got to his body. He was taught to land on both feet after the leap with his toes extending toward the side line. This position makes him more open for pass reception, and permits him to see the guard cutting toward the basket. From this position, he can pivot a three-quarter turn on the foot farthest from the basket, then pass, shoot, or reverse-pivot without taking steps. The position which he assumed as he landed after crossing the free-throw circle is admirable for screening. The three-quarter pivot-turn from this position swings him away from his guard, faces him toward the basket, and permits him to see whether his defensive man has switched or fallen back. Moving the ball to a position above the head is a means of protecting it from the defensive man. The overhead position of the ball is satisfactory for passing, and suitable for shooting. Tall men who can shoot from above their heads are very difficult to cover. Most of them seem to be able to learn to shoot from above the head about as well as from any other position.

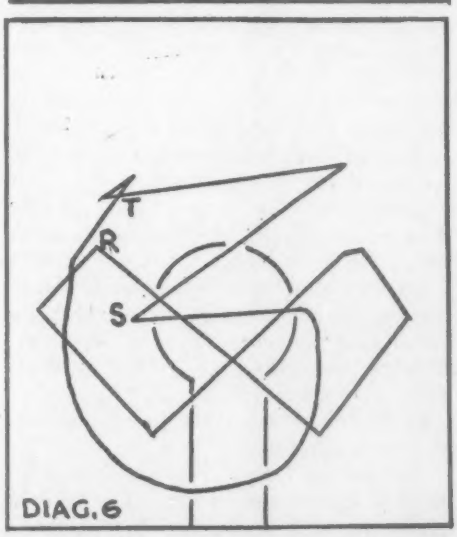
Such detailed explanation as listed in the preceding paragraph is not needed by the learner. He needs to know only *what* to do. Even the good performer is rarely a detailed self-analyst. In fact, extensive self-analysis seems to affect the performance of the expert adversely. Speed seems to depend on automatic response, and accuracy seems to become greater with automatic response. The introduction of thinking into the action-pattern seems to upset it.

Learning Quick Recognition of Cues to Action

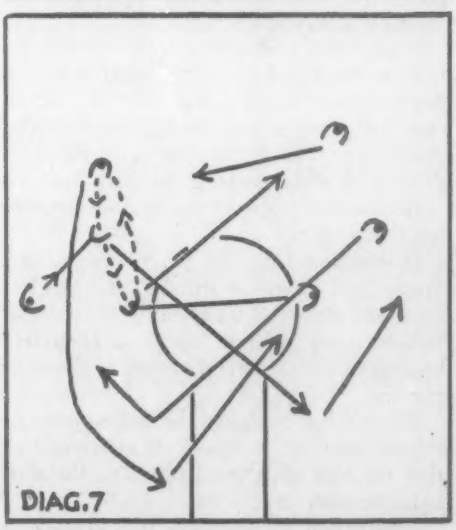
The attention of the good basketball player is divided between opponent techniques and team-mate techniques. Switching opponents for defense against screens and against fast breaks necessitates watching both opponents and team-mates. Seeing a team-mate's half-step lead on his guard means seeing both the team-mate and the opponent. Diagnosing the opponents' offense and defense, seeing chances for assists, and helping out a team-mate all imply that the player is performing the needed movement patterns without attention fixed on them.

Training for Quick Recognition of Opponents' Strategy. With the skills performed automatically, the boy is able to see many more opportunities for favorable action. He examines the opponents' strategy while his own body performs automatically. Basketball is a fast game; the boy needs training in rapid perception. He gets some of this training when the junior varsity team enacts the opponents' offenses or defenses against him. Much specific training is necessary. One does not learn to perceive basketball techniques in general any more than one learns to recognize words in general while learning to read. A boy must observe the Figure 8 offense and play against it before he gains the ready perception of a basic ball-path, a type of screening, and a continuity. He must play against the double-post attack, or the five-man mill in order to learn to recognize the pertinent features. When it is possible to give him drill against the next opponents' techniques the specific recognitions are more likely to be developed. Pre-season drill against the major offensive and defensive patterns of the game is partial insurance against confusion caused by unexpected opponent strategy. The assistant coach can teach major offensive and defensive patterns to the freshman team, the junior varsity, or the third team to try on the varsity during the regular scrimmages. This groundwork in recognition should be learned before the season starts so that the players can specialize, when the season is under way, on the individual variations of the next opponents.


DIAG. 5



DIAG. 6


DIAG. 7

Quick Recognition of, and Adjustment to, Mixed Defenses. An opponent that keeps changing defenses from zone to man-for-man, and vice versa, during a game presents a very difficult recognition problem. Quick recognition of type of defense is essential because the same type of offense is not equally effective against the two types of defenses. A five-man pattern such as that described above has helped many teams recognize the particular defense. If the offensive team's fast break is checked, the players start the continuity illustrated in the diagrams. A single rotation of the pattern should reveal the defense used.

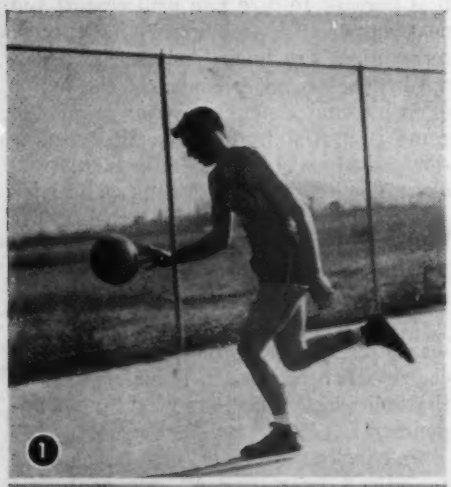
The practice of changing defensive style several times during a game is becoming rather common. To readjust the pattern of Diagram 2 to a zone, 1 may stay along the base line; 3 may stay out to feed and stop fast breaks, and 2 may stay in the area near the front of the free-throw line. A and B swing in and out along the side lines after the first crisscross. In this manner, the zone offense may be started without any delay except the time for half-of-a-continuity rotation. Other zone offenses can be readily formed after the defense reveals itself; for example, if A and B's defensive men reveal zone play by not following A and B across the court, A and B can swing outside with 3 to form the three-out-two-in offensive set-up. One can continue from under the basket to the side line, and 2 can take either a post or a side-line position, depending on the style of offense preferred. A little drill in such a maneuver will make perception of, and adjustment to, defensive style rapid enough to combat opponents' strategy.

Learning How to See the Whole Situation. The boy must be taught *where* to look in order to perceive opportunities. When a player has possession of the ball, his eyes should be directed as much as possible toward the scoring area. This statement implies a far-distant focus which permits the whole area to come into the field of vision. Focus on a man or a spot obscures the rest of the area. If the boy learns to look in the general direction of the offensive basket, but learns to hold an

(Continued on page 26)

Fundamentals of Shooting Analyzed

The Short Shot



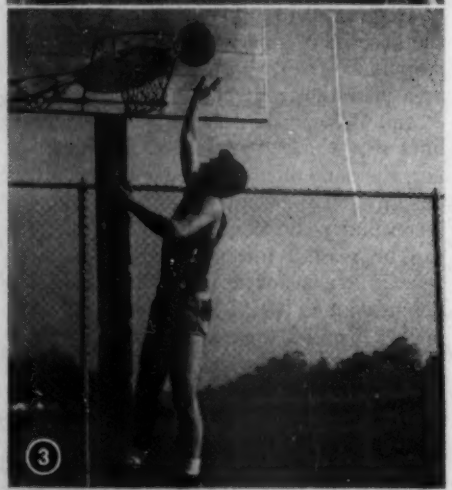


Illustration 1 shows a player dribbling in for the short shot on the right side of the basket. When in the open, a natural body position is best.

Illustration 2 proposes to show the player taking off on the left foot about five or six feet out, and striding forward on his high jump to the basket. Both hands were used in bringing the ball up to this position, at which point the left hand is released. This protects the shot by preventing a tap on the left arm while in contact with the ball.

Illustration 3 shows the shooter releasing the ball at the height of his jump. Upon release, the ball was resting on the finger tips with the back of the hand toward the shooter.

Illustration 4 shows the ball being banked against the board at a point about twelve inches above the basket, and at a point two or three inches away from a vertical median line. This point is on the side of the board that was approached. Natural English was used in placing the ball against the board.

Illustration 5 is a very good picture demonstrating a quick stop in an effort to get back into play quickly. After a short shot, many players waste time out of bounds, or out of play, because they do not realize the importance of this play. This position calls for a volatile push-off from the right foot.

Illustration 6 shows the push-off in getting back into play.

Illustration 7 shows the short shot on the left side of the basket. The take-off is on the right foot when the player is shooting with the left hand.

Illustration 8 shows excellent ball-position on the finger tips, just before it leaves the fingers. Getting high in the air is one of the important fundamentals of the short shot. Much practice in learning to shoot with either hand is advised.

Illustration 9 shows the dribble preceding the shot.

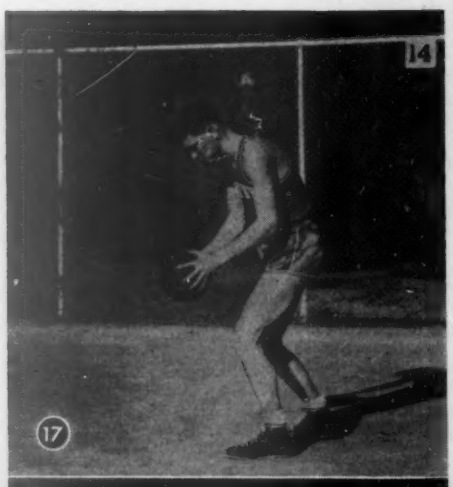
Illustration 10. The player has picked up the ball from the dribble, and has become set for a one-hand jump shot. The ball is being brought up to a shoulder-high position, as demonstrated in the next picture.

Illustration 11 shows the ball approaching the shoulder position. It is brought to that position with two hands and the shot is made with one.

Illustration 12 shows a full knee-bend

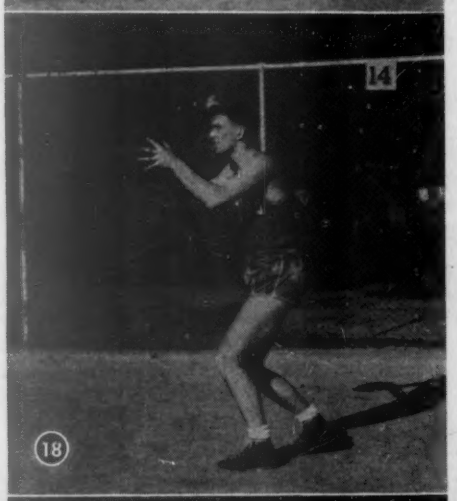
9

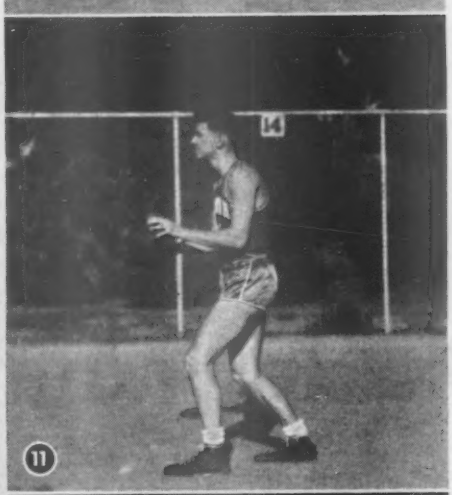
13


14
17

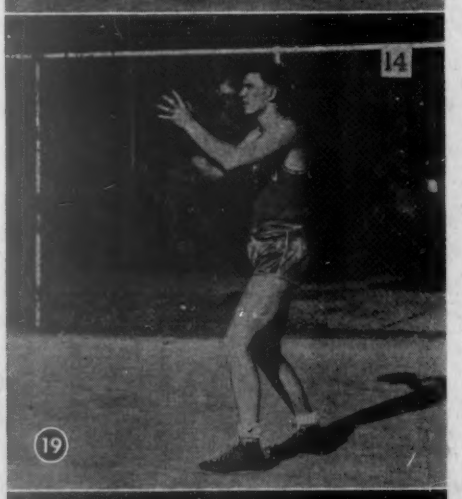
14
10

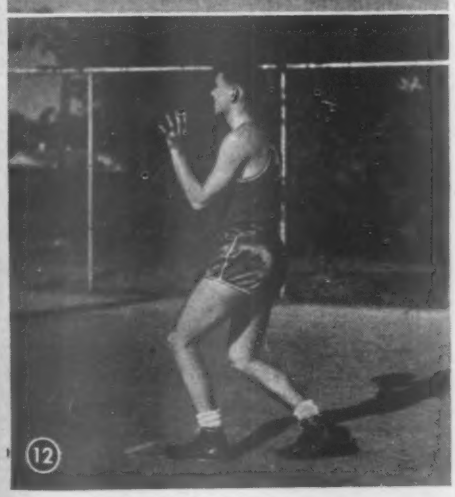
14


14
18

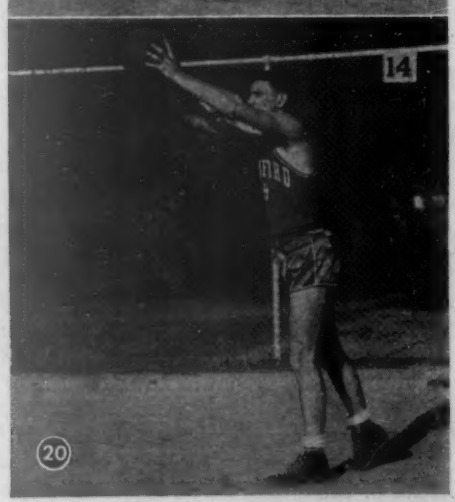

14
11

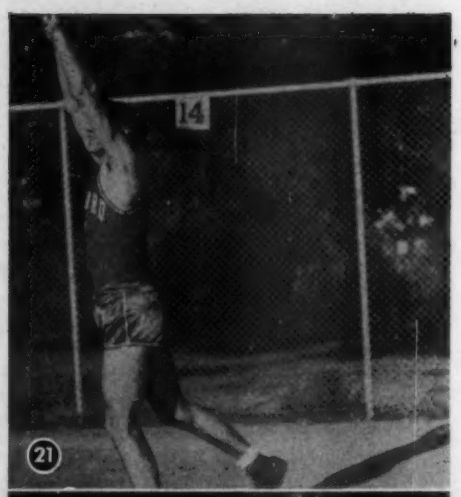
15


14
19


12

16


14
20



with the ball in shooting position. In this position the hand is behind the ball. Notice also the different hand position.

Illustration 13. This shot calls for a hinge-action of the wrist. The illustration shows the hand bent backward at right angles to the forearm and as the shot is made, the hand comes forward and is fully extended.

Illustration 14. A good body position on the follow-through. The shooter makes a slight jump into the air upon releasing the ball. In this picture, he has made the jump and returned to the floor.

Illustration 15 demonstrates a well-balanced follow-up position which helps the player to go quickly in any direction.

The Two-Hand Shot

Illustration 16. The dribble which may precede the shot.

Illustration 17 shows the end of the dribble with the player arriving at a balanced shooting position. This position is of extreme importance in this type of shot.

Illustration 18. The ball has been brought to a face-high position. This makes for a quicker shot and one with better alignment with the player sighting over the ball. The hand position on the ball is slightly over the upper half of the ball with thumbs pointing together on the upper back half of the ball. The elbows are flexed and pointed downward, while the knees are well flexed to make for better co-ordination.

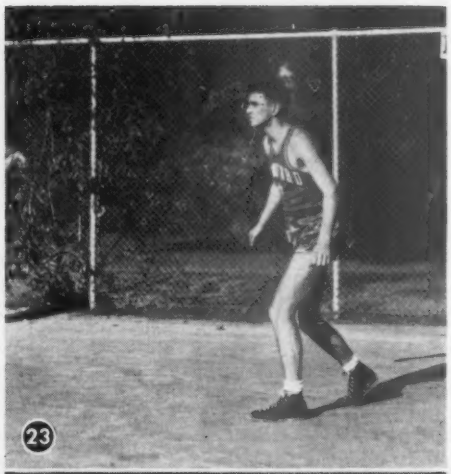
Illustration 19. The player is concentrating intently on the front rim. The ball is brought slightly back and started upward as the legs begin to straighten.

Illustration 20. This picture shows the ball about to be released with the player on the balls of his feet. The impetus on the ball comes from behind, and under, with a very slight back spin.

Illustration 21 shows one more step in the shot.

Illustration 22 shows a complete follow-through with arms fully extended and the feet off the floor. Some players prefer jumping off the floor in releasing the shot.

Illustration 23. This position shows the



player on the first or second step on the way in to follow his shot. This phase of the shot is often neglected.

Illustration 24 shows the waiting position on the follow-up. The player merely hesitates in this position while judging the direction of the rebound. This alert position is one of the requisites to effective ball-hawking on the boards.

Devitalizing the Razzle-Dazzle Game

By Forrest C. Allen
Basketball Coach, University of Kansas

ONE of the nine principles of war is the principle of surprise. The principle of surprise is, also, one of the dominant determinants in a tough game of basketball. How many times has a smooth-functioning team been upset by an aggressive so-called "razzle-dazzle" outfit which *took* their opponents all over the court. Previously a defensive team had always retreated down under their opponent's basket, using either a straight man-for-man defense, or a stratified transitional defense, according to the exigency of the situation.

Without a second's warning this "razzle-dazzle" aggregation went into action. Instead of retreating, they *rushed* their opponents all over the floor. This offensive team, which had functioned smoothly before, was now thrown into confusion. The players, perhaps, had met a pressing defense previously in their offensive half of the court, but never had they experienced an all-out attack against an aggressive opponent in their defensive half of the court. Unless definite plans are laid by the coach for such a contemplated surprise, disaster is sure to befall such a shortsighted team.

In an attempt to show how to meet such a defense, it is well to diagram a first-order drill against a pressing defense at the offensive end of the court. The symbols O are defensive, X the offensive; the dotted line shows the path of the ball, while the straight lines show the movement of the players. The screen is designated by a short crescent line, interfering with the progress of the defensive O.

A pressing defense will endeavor to tie the offensive men up and to force them across the division line. The location of the ball determines the movements of the offensive men in extricating the team mate against the pressing defensive opponent. If good strategy is used, the imperiled men can resort to screening and turn the advantage against their defensive opponents.

First-Order Drill

Exposition and Diagram. In Diagram

1, the entire offensive team is facing a pressing defense. Each of the defensive players is *gluing* his opponent, sticking so close to him that a contemplated pass is near impossible. X5 has the ball and all his team mates are subjected to close and vigorous guarding. To extricate X5, X3 cuts in the direction of X5 and calls for the ball in a loud voice. This is intended as a decoy play. X3 continues on to screen X2's defensive opponent. X4 now swings over to the position, vacated by X3, and receives a pass from X5. During the interim, X3 has arrived at the proper screening position to set up the play. X2 fakes, as if to go in behind his opponent, but instead swings out to the front, and receives a hook pass from X4. X2 now continues to dribble into the basket for a lay-up. X1 pulls straight out in the court as if to receive a pass from X4, the purpose being to draw X1's defensive guard away from the basket which will allow X2 less interference from defensive men. As soon as X2 has cleared the way and has started for the basket, X1 now swings on into the basket for rebound work, should X2 miss the shot. X3 who screened X2's man now swings basketwork for his necessary rebound work. X4 and X5 equalize so that they may get into the offense for a pass-out, should the goal be missed, and rebound work by the three offensive men become necessary. This puts all five men into action, and they are ready for new eventualities, either offensive or defensive.

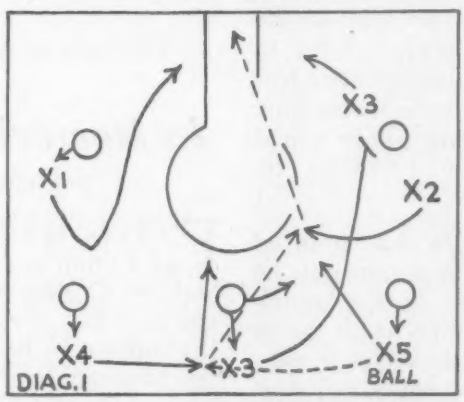
There is always one danger in decoy plays in that the decoy is made to act like a dead duck rather than a live one. Every player must be a good actor, and unless there is some legitimate deception and smart faking, no play will work as well as it would under intelligent finessing.

It must be borne in mind that this play will work from either side. If the ball is in possession of the opposite guard, X4, the reverse order of plays is indicated.

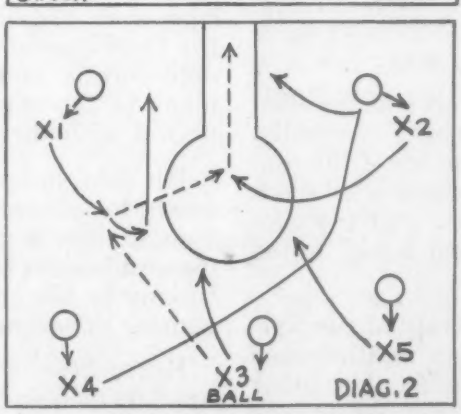
In the case, shown in Diagram 2, X3 or the center man in the back line has possession of the ball when a pressing defense attacks, endeavoring to force the players back to, or across, the division line. Diagram 2 shows X4 cutting toward X3 and calling for the ball. This is a decoy play, but it clears the passing lane for X1 to come forward and receive a diagonal pass from X3. X4 now continues on across, and down, the court to screen X2's opponent. X3 passes the ball to X1, who comes forward, receives it, dribbles on a short swing, and hook-passes it to X2, coming toward the free-throw circle. X2 now dribbles on into the basket for a lay-up, while X1 goes in for rebound work, as does X4. X3 and X5 go forward and equalize the defensive-offensive situation. This works from both sides.

In Diagram 3, it must now be borne in mind that X now represents the offensive team which was just previously the defensive aggregation before taking the ball off the backboard. O now represents the razzle-dazzle pressing players who are *taking* their opponents all over the floor. X4 has just recovered the ball from a rebound off the backboard and has broken sharply to his own right, but is menaced by an opponent who *sticks* to his man. At the same time, all other defensive men are *gluing* their opponents. To free X4, who has possession of the ball, X5 cuts diagonally across the free-throw lane and calls for the ball.

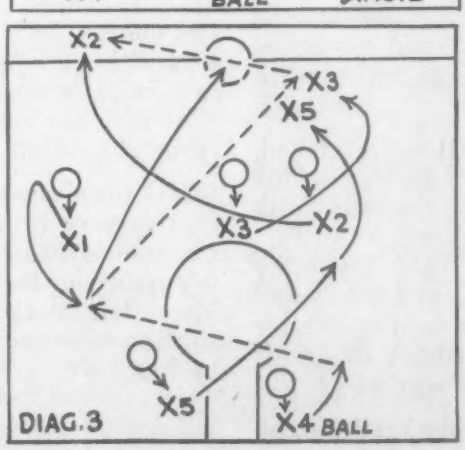
The mistake commonly made by the offensive forwards, X1 and X2, is that they break down for their own basket. In such a situation, this is a mistake. X1 starts for his own basket, but cuts out toward his own side line, and comes back toward his own defensive basket. When X5 cuts across his free-throw lane, he is following the same procedure that X4 did in Diagram 2. This clears the path for the returning X1, and now X4 hook-passes the ball across the court where it is received by X1. X2 cuts diagonally toward X3,



DIAG.1



DIAG.2



DIAG.3

and this permits X3 to screen his opponent off by cutting behind, and off the hips of X2 when he breaks down the court toward the offensive haif of the basket. X3 now receives the ball on a hook pass from X1 who is now free from his defensive opponent, and the offensive begins to roll. X2 continues down along the side line, ready to receive a crosscut pass from X3. Just as soon as X4 and X5 see that the ball is in safe territory they swing into action. X4 now cuts back toward the center of the court and continues down into the offensive swing. X5 also swings toward the center. Both X4 and X5 are in excellent defensive position, while X1, X2 and X3 carry the burden of the offensive. After X1 passes to X3, X1 now begins the offensive roll.

"The Stick-Em Keep-Away Game"

A pressing defense is always a tight man-for-man defense. To enable an offensive team which, heretofore, has been allowed much freedom in setting up their plays to get accustomed to a tight man-to-man game, I have often used the "stick-em keep-away" game. The ball is tossed up at center as in a scrimmage play between A and B teams. No goals are thrown, but all of the rules of the regular game of basketball are followed. It is officiated exactly as a regular scrimmage game.

After the tip-off at center, the team that obtains possession of the ball drives into their own offensive half of the court. The name of the game designates the type of play used. The offensive team keeps the ball away from the defensive team, and it is now up to the defensive team to stick to their opponents and obtain possession of the ball without making a foul. The winning team is determined by possession of the ball over a two-minute total elapsed time advantage. A time-keeper is appointed for each team. So long as one team keeps possession of the ball, the seconds' advantage are totaled and when the two-minute total is arrived at, the timer blows his whistle announcing the winner. There will be stoppages, of course, for violations, when the ball goes to the opponents out of bounds. A foul or a violation by a team gives the ball to the opponents out of bounds. If a team in possession of the ball is fouled, the official takes the ball out of bounds and awards it to the team in possession. The idea is to run the game as nearly like a regularly officiated game as possible. All fouls and violations are called. The purpose, of course, is to teach the defensive team close defensive tactics. It is, also, the purpose to teach the offensive team to play "keep-away."

To clarify any misunderstanding, the winning team must have a total elapsed time of two minutes of actual possession on the playing floor. The ten-second rule is enforced as in regular game play. The

(Continued on page 28)

The ATHLETIC JOURNAL

Nation-Wide Amateur Athletics

Vol. XXV January, 1945 No. 5

Published by
THE ATHLETIC JOURNAL PUBLISHING CO.
6858 Glenwood Avenue
Chicago 26, Illinois

JOHN L. GRIFFITH, FOUNDER
JOHN L. GRIFFITH, JR., EDITOR

Major John L. Griffith

FOR a long time to come, it will be difficult to think of the Big Ten without Major John L. Griffith. It will be equally hard to visualize the National Collegiate Athletic Association without him. It is no exaggeration to say that the whole world of American intercollegiate sport will not be the same without him.

Here was a man whose whole life was pointed conspicuously to one end. By common consent, he had made for himself a unique place in the American intercollegiate scene. For more than forty years, he had excelled as a competitor, coach, athletic director, Western Conference commissioner, pillar of the National Collegiate Athletic Association, and as friend and counselor to man.

Officially, of course, he was best known as the commissioner of the Western Conference. Actually, he was the agent of the athletic directors of the conference. But his influence far transcended both the technical boundaries of his office and the geographical confines of the conference itself, broad as those are.

Two comments were heard frequently at the time of his death. One was that American fighting men all over the world had lost a champion. The other was that a successor might be appointed, as he would have to be, but the Major could never be replaced. Both of these observations are true to a remarkable degree.

The Major died as he might well have wished, and indeed as he spoke of it on the very day of his death, with his boots on. He died at the very peak of his career and on the very day when his contract had been renewed for five years. All that day he had been with many of his choicest friends and his associates, and he was never in finer spirits or more optimistic as to the future. Shock though it was at the moment, it was a fitting way to go.

It is not hard to cast up the debt that intercollegiate athletics owe to John L. Griffith, but it is an account that can never be paid. Any number of men might have filled the office of commissioner with credit, but with him it was the man who made the office and gave it tremendous value. Other men, too, had the vision of the National Collegiate Athletic Association, but again it was the Major and one or two other choice spirits who gave it life and fought its battles. It was he, too, who insisted, when lesser men derided, that intercollegiate sports should be maintained as part of the war program. Most of those who first scoffed have since admitted that he was right.

On the walls of one of the Big Ten stadiums is the inscription, "Friendship Through Contest." In its best and largest sense, this epitomizes John L. Griffith and all that he stood for. The innate qualities of the man made him loved and respected. He was without doubt the most forceful and influential character American intercollegiate athletics have so far produced. His career is his monument and American youth is richer for the life that he lived.

L. W. St. John
Director of Athletics, Ohio State University

In Memoriam—John L. Griffith

(Prepared by Professor Karl Leib)

FOR twenty-two years, John L. Griffith has served as Commissioner of Athletics for the Intercollegiate Conference of Faculty Representatives. During that period, his courageous championing of the values to be found in athletic competition and the wise counsel which he made available to those who were associated with him in common regard for true sportsmanship made his office a place for deliberation and a channel through which passed many of the currents of thought on problems connected with the conduct of athletic events.

His calm judgment and devoted service have done much to advance the interests of intercollegiate sports. The high regard in which he was held by his numberless friends and acquaintances bears testimony to his steadfastness of purpose and to his gentle, unassuming friendliness.

Regardless of the pressure of immediate affairs or of the demands upon his own reserves of strength and energy, he was never too busy to greet his visitors with a friendly smile and hearty handclasp and to turn his attention to their problems and perplexities with the same careful consideration and clear foresight which were so typical of his character.

His presence will be missed in the affairs of the Conference. Mingled with the grief in the hearts of his associates is gratitude for the privilege of having spent one last happy day in companionship with him. His work has not come to an end, but will continue its growth on the sure foundation which he has built.

The Faculty Representatives
of the Western Conference

An Appreciation

THE staff of the ATHLETIC JOURNAL wishes to express its appreciation of the many letters and resolutions, passed by various organizations, following the death of the editor, John L. Griffith.

Since many letters, from readers who did not know the editor personally, were comments upon his contribution to athletics through his editorials, the present acting editorial staff has decided to publish in the editorial pages some unpublished articles written by Major John L. Griffith.

The Origin and Growth of College Athletics

ONE day in the fall of the year 1895 two high school boys in a small mid-western town were talking about college football. Neither of these boys had ever witnessed a game but they had read meager accounts of the college contests in the papers and each, somehow or other, had gained possession of a book of rules.

These two boys, each of whom had a notion that he would like to play football, agreed that they would ask the principal of the high school for permission to use his office and to call a meeting of the other boys in the school who might be interested in forming a football team. The principal was sympathetic and offered the use of his office for such a meeting. The next day twelve or thirteen boys gathered in the principal's office, thus indicating their desire to play football. Plans were discussed and the suggestion was made that since none of the boys in the room had ever played football it would be necessary to secure the assistance of some older person who would coach them.

There was in this town a professional foot racer who, in his travels, had seen some college football and who had played a few times in some kind of a game himself. Two of the boys were appointed a committee to interview this man and they secured his promise to give them whatever assistance he could.

A schedule of two games was made. The boys practiced whenever they could, wearing for the most part baseball and homemade uniforms. This was the beginning of interscholastic football in that town. Interscholastic track and baseball had been started a few years previously. It was true that the baseball team was not made up entirely of high school boys but in those days it was considered legitimate to strengthen a high school team by using some of the local town athletes.

The manner in which interscholastic athletics was started in this high school had its counterpart in the colleges and high schools throughout this country. Usually the initiative came from some of the boys. Now and then one of the younger high school teachers or college professors who had carried with him some of his enthusiasm for amateur sports implanted the idea of a school or college team in the minds of some of the undergraduates. However, the earliest college teams were formed by a few students in each institution who were athletically inclined. In the early days of athletics, the men who wished to engage in competitive rowing were responsible for the getting together of the crew and ultimately a rowing association made up almost exclusively of those who wished to row was formed. Boat clubs in the 1860's and 1879's were quite generally popular. In like manner track, baseball and football associations were also formed.

In these days the word "Intramural Athletics" was unknown and it was not considered the function of a school or college to sponsor or promote interinstitutional athletics. In fact, numerous writers have in recent days called attention to the academic opposition which was frequently voiced concerning student sports. These were the days of class fights, student drinking bouts, and other loosely organized activities in which the students more or less commonly gave expression to their primitive instincts.

With the growth of professional baseball, local town and city semiprofessional ball clubs at first and later other sports clubs were formed.

The first intercollegiate football game played in the United States was between Princeton and Rutgers in November 1869. The Eastern colleges and universities soon followed the example of Princeton and Rutgers and by 1890 the game in the East had become quite well established. Intercollegiate athletics at Michigan began in 1890; that same year a football game between Minnesota and Wisconsin was played, and in some of the other Mid-Western institutions, there are records of representative teams having been formed at about this time. 1895, however, marks the date in which Mid-Western intercollegiate football and baseball were played by all of the conference members and the records of the games preserved. Under student administration, however, even as early as 1895 it became apparent to the presidents of seven of the Middle Western universities that the students who had up to this time originated and promoted intercollegiate sports required the help and assistance of the presidents and men on the faculties, if the latter were to permit the continuance of these student activities. Consequently these seven presidents met in Chicago on January 11, 1895, for the purpose of considering the regulation of intercollegiate athletics. The result of this meeting was the formation of one of the first college athletic conferences in this country.

Before the Intercollegiate Conference drew up, and adopted, certain agreements and eligibility rules, there were practically no standards of competition except those as outlined in the playing guides. Frequently, men who were not enrolled in the college played on the college team; students who made no pretense of attending classes regularly, or carrying their work satisfactorily, were permitted to play. The amateur rules were but loosely applied, although some of the Eastern colleges had by this time attempted to differentiate between the

amateur and professional athlete. In 1879 the New England Association of Colleges and Preparatory Schools was formed to examine entrance requirements. Standards of sportsmanship on the part of the players were low, and the adoption of athletic codes was necessary, if college athletics were to serve a useful purpose.

Aside from field days which at some institutions were held once a year, there were no university organized student athletics for those who were not members of the intercollegiate teams. Sometimes class teams were organized and games were scheduled and played, usually, however, with very little if any preliminary practice. Following the example of Amherst, Harvard and some of the other Eastern institutions, a few college gymnasia were erected. Work in the gymnasium except in a few institutions was not required and the influence of the German Turner movement resulted in the introduction of heavy apparatus and marching exercises. The popularity of formal gymnastics declined with the development of intramural and intercollegiate sports.

In 1905, many people were convinced that college football was attended with so many abuses that the only method of improving the situation lay in the direction of the abolition of the game. In that year, a number of college presidents attended a meeting in New York City, undoubtedly called for the purpose of enacting an agreement to abolish intercollegiate football. At that meeting the representative of the United States Military Academy, Captain Palmer E. Pierce, pointed out the advantages and values of football and suggested that whether the other colleges gave up the game or not it would be continued as a sport for the cadets at West Point. His remarks turned the tide of the meeting and suggested the possibility of steps being taken to eradicate the evils without discontinuing the game. Subsequently the National Collegiate Athletic Association was formed. This Association has for the last twenty-five years exerted a salutary influence on college athletics throughout the country. The officers of the association in the early days very wisely decided that they would attempt to *educate* and not *dictate*. They recognized the principle of local autonomy on the part of the members of the association. They adopted certain standards and suggested the advisability of the universal adoption of the scholastic, one year, three year, graduate and amateur rules as a standard for athletic eligibility. Since the formation of the National Collegiate Athletic Association, the majority of the American colleges have adopted all or part of these rules. This century has witnessed the growth and development of a number of national organizations, the purpose of which is the promotion, regulation and improvement of amateur athletics. The most striking illustration of the value of concerted and wise administration of amateur athletics is to be found in the schools and colleges. The Y.M.C.A., the American Legion, Playground and Recreation Association, Boys' Catholic Brigade, Young Men's Hebrew Association, the DeMolay, and other organizations likewise have been responsible for the prosperity which has attended amateur athletics in this country in recent years. There are approximately 600 colleges in this country that are sponsoring and promoting athletic programs; approximately 15,000 high schools and the *majority* of the grade schools are sponsoring athletics in some form or another. Nearly 1,000 American cities and towns have reported playground and recreation activities, serving approximately two million children and adults each summer. In 1928 one-half million boys and men were enrolled in Y.M.C.A. gymnasium classes. The Catholic Boys Brigade is at present represented in twenty-eight states and reaches annually 40,000 or 50,000 boys. The DeMolay, Young Men's Hebrew Association, the American Legion, Boys Club Federation, American Turnerbund and the church leagues have organized and promoted athletics for a great many additional boys.

Since the War the interest in amateur athletics in the United States has increased far beyond the expectations of anyone. A few reasons may be suggested for this rise in popularity of athletics. First, the war aroused the American people from their complacency, and as a result the restless energy which is more or less characteristic of the American people has been translated into the production of wealth, the building of roads, the beautifying of our cities, research and scientific experimentation, and in athletics. Second, with the growth of wealth and the shortening of the working hours, we as a people have had more time and money to spend for athletics and recreation than our fathers had. A considerable part of this time and money has been expended for amateur athletics.

The war for a time at least placed an emphasis on physical fitness and good health. Whatever the causes, the fact that we have developed an interest in athletics needs no demonstration. Attention, however, may be called to the building of stadia, gymnasia, field houses, swimming pools and play fields quite generally by the schools and colleges. Another factor that may be mentioned in passing is the increased interest manifested by the public in amateur athletics as indicated by the amount of space devoted to these activities by the public press.

Without attempting to record here the history of the development of college athletics within the United States, mention has been made of but a few of the salient points for the purpose of calling attention to these facts and trends. First, college athletics were developed by the students and were administered by them until such time as the presidents and college professors, seeing the results of bad administration on the part of the students, began to recognize the need of a certain amount of supervisory regulation of intercollegiate sports. Second, intramural athletics as we know them now were unheard of in the early period in which intercollegiate athletics had their beginning. Intramural athletics, properly speaking, had their birth, growth and fruition in this century. Third, the local town and city professional and semi-professional athletic activities are being superseded by the athletics of the educational institutions and the other eleemosynary organizations that are sponsoring amateur athletics.

TWINS OF BASEBALL

OFFICIAL YEAR AFTER YEAR!

REACH

The one and only Official Ball of the American League since its organization forty-four years ago.

SPALDING

The one and only Official Ball of the National League for 69 years!

AWARDED TO ARMY E NAVY 3 SPALDING PLANTS

A. J. REACH, WRIGHT & DITSON . . . A. G. SPALDING & BROS.

DIVISIONS OF SPALDING SALES CORPORATION

Solving a Zone Defense

By Clifford Wells
Basketball Coach, Logansport, Indiana, High School

A ZONE defense works upon the theory that there is only one ball to pass and shoot in a basketball game. Scoring territory is zoned with each movement of the ball so as to break up passing lanes towards the basket and to destroy the immediate shooting area. Probably no other defense protects the short-shot area under the basket as does the zone defense.

Diagram 1 gives an idea of a defense diagrammed according to zones. Each player is responsible for his own zone, but shifts as the ball is moved, so as to break up passing lanes toward the basket, thus forcing a long shot or a pass away from the basket.

Diagram 2 shows the slide or movement of men in their zoned positions when the ball is passed from the middle man to a man on the side. The position of X's shows the defense position for the zone when the ball is held by the middle man.

Many coaches use a zone because it coordinates well with a fast-break offense; that is, players are always in position for a fast break, the big guards back, and the fast men in front.

The chief weakness of a zone is that it may be destroyed by a one-point lead. The necessity of getting the ball forces a disbanding of the zone for man-to-man defense. Thus, all the teaching of zone by the coach is for naught. Then, too, a team that has been coached to play a zone is usually not well versed in the principles of a man-to-man defense. Thus, a point or two lead by the offensive team will solve a zone by causing its destruction in an attempt to get the ball.

If the team, using a zone, refuses to come out when behind, that team is not in the spirit of the game and well deserves the ball being held out on them.

The best of all solutions for a zone defense is for the offensive players to beat it back by using a fast-break, thereby getting good shots at the basket before the defense has a chance to get set.

However, if a team cannot fast-break, if it cannot get a lead, or if it wants to force the play with a lead, then there is need for the offense to maneuver the defense out of position by rapid movement of the ball, or by shifting two offensive men into one man's zone.

The following points of solution should be remembered in trying to solve any zone defense. 1. The team should get a lead and force the zone into a man-to-man defense. 2. The offense should beat it back by using a fast-break. 3. The guards must be able to hit out on the court. If not, forwards who can, should be brought out. 4. The offensive players should shoot and hit from the sides. 5. Players should learn the method of the shift of the zone and maneuver accordingly. 6. It is necessary for the offense to keep plenty of spread against the zone. This increases the distance of the zone shift.

Diagram 3 shows a 2-1-2 zone. This is especially weak for side shots and for medium-length shots (Shaded areas).

An offensive set-up of 3 out and 2 in is more effective in getting front and side shots against this zone.

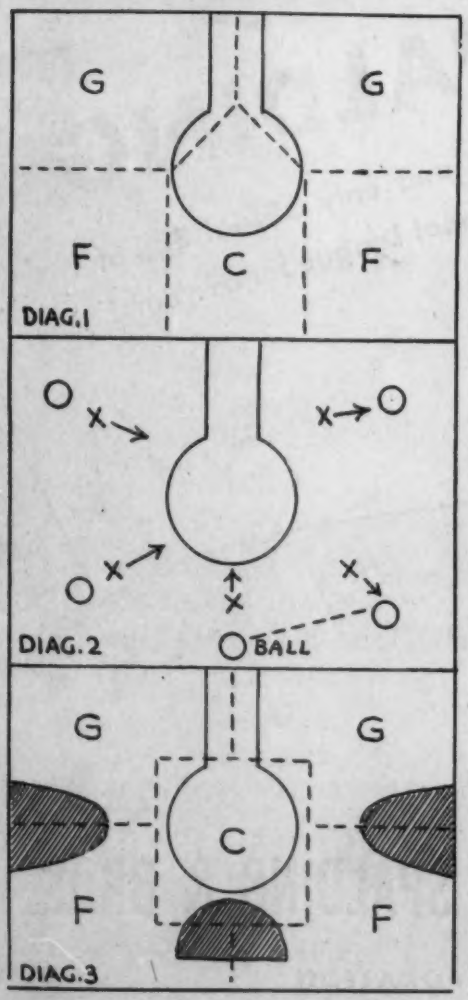
Diagram 4 shows a side shot being made. Notice that XI and X4 are in D4's zone and that their spread is too much for D4 to cover. D1 cannot slide fast enough to cover. X5 brings the ball across the line fast. This draws D5 up and D4 zones in. X5 passes to X1. D4 starts up to X1 and X1 takes a dribble to further attract D4. This forces D1 to stay in the center. X4 moves as shown in the diagram; X1 stops, turns and passes to X4 for a shot.

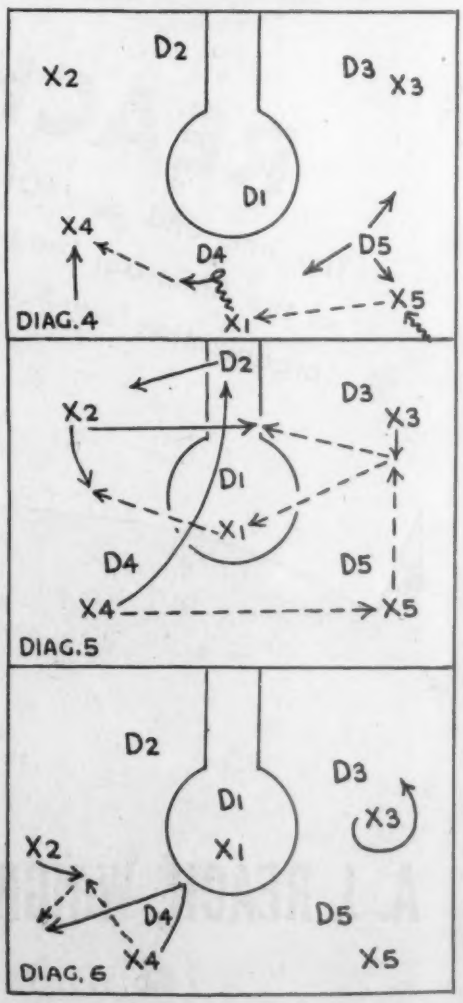
The 2-1-2 zone may be solved by placing X1 on the pivot, particularly if X1 is a good pivot man. This places a man in each zone. By clever and rapid ball-handling around the outside, and into the pivot and out, the players can get side shots, as the defense cannot shift as rapidly as the ball can be passed, especially across the pivot.

In Diagram 5, X4 passes to X5; X4 cuts in under the basket. D4 does not follow into D2's zone. D2 shifts on to X4 because X4 becomes dangerous when X5 passes to X3. When this pass is made, X2 cuts across in front of the basket for a shot on the pass from X3. If D2 shifts on to X2, X2 pivots and feeds X4, whom D2 left.

Instead of cutting in, X2 may pull out as shown in the diagram. X3 passes to X1, who flips the ball to X2 for a side shot.

Diagram 6 shows X2 and X3 playing further out than shown in Diagram 5. This set-up with fast, clever ball-handling around the outside and into the pivot, will give X2 and X3 an opportunity to cut in on a reverse and take a pass from the pivot. If D2 and D3 play too loosely, X2





MONUMENTS CAN BE USEFUL

The war will not last forever. When the firing has ceased and peace terms signed there will be numberless proposals to erect expensive monuments in honor of those who gave their lives to save our democratic institutions.

Let us, at that time, recall what this conflict shockingly revealed, and resist all plans to waste money for useless, ornamental shafts of marble and bronze. Instead, we should proclaim an alternate proposal that fitting memorials be erected to usefully serve as community centers for teaching our youth the ideals of clean living, clear thinking and physical fitness.

Only in such commendable works will we make secure the future of an even greater America for which so many made the supreme sacrifice.

ARMY NAVY

MANUFACTURERS OF HIGH GRADE ATHLETIC GOODS

Rawlings MANUFACTURING CO.

ST. LOUIS • MISSOURI

and X3 can get side shots. This set-up also enables the guards to get side shots by using side screens as shown in the movement of X4 and X2.

Diagram 7 shows the center, X1, playing in under the basket. When X4 passes to X5, the defense shifts as shown by the arrows. X4 followes his pass and screens for X5. X5 fakes a pass to X3 to cause the defense to anticipate a slide in that direction. X5 reverses, takes a dribble, and passes to X2 for a shot.

If D4 should play for an interception on the pass to X2, then X4 and X5 should spread further, thereby, permitting them to get shots from in front of the free-throw circle on a cross screen.

Solving a 3-Out and 2-In Zone

Diagram 8 shows the principles of a 3-2 zone defense.

This type of zone works very well against an offense using three men out. It becomes necessary, then, to send the center in under the basket. This set-up unbalances the zone and makes it hard for the men to cover. In Diagram 9, it becomes apparent that in shifting as the ball is moved, the defense will have to overshift the zones, or leave two men in one zone for one man to cover. Thus, through rapid and deceptive ball-handling, side shots can be made by X2 and X3.

Side screens for side shots work well on this zone. X4 passes to X2; X4 cuts behind; X2 reverses and passes back to X4 for a shot.

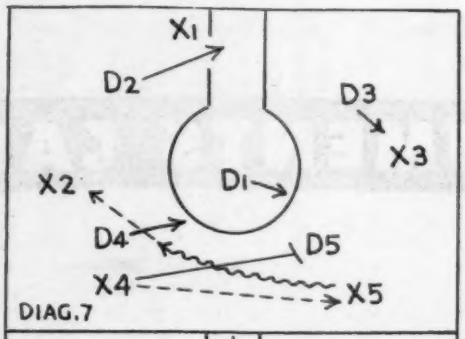
If the defense, in order to keep from oversliding, and to keep a man covered in the zones, moves guard D3 out to cover forward X3, the zone then takes the appearance as shown in Diagram 10.

X5 brings the ball across the line fast, fakes to X3 and passes to X4. X4 passes to X2 who fakes to dribble in and gives the ball to X4 going behind. X4 may shoot, or dribble in under the basket. X1 pulls up to the free-throw circle. If X4 is stopped on his dribble, he passes to X1 who may shoot or feed X3, cutting behind D3 in that zone.

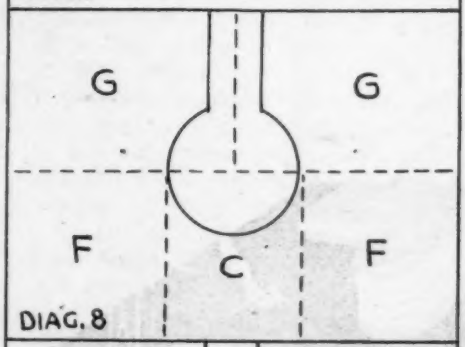
With the set-up as shown in Diagram 10, X4 may pass to X5 and cut diagonally into the corner of guard, D3's zone. X5 then may pass to X3. D3 is faced with two men in his zone and he cannot guard both. If D1 pulls over to help him, then X1 will be open.

The use of a good pivot man in the free-throw line area, with clever and rapid ball-handling will give plenty of opportunities for side shots. This tends to break down the zoning of the defense. It also gives forwards X2 and X3 an opportunity to reverse behind the guard in their zone for a pass from the pivot man. See Diagram 11.

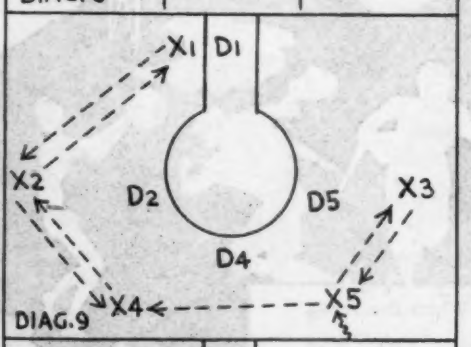
The moving of a man in on the pivot may cause the defensive team to pull its center in on the free-throw line to cover



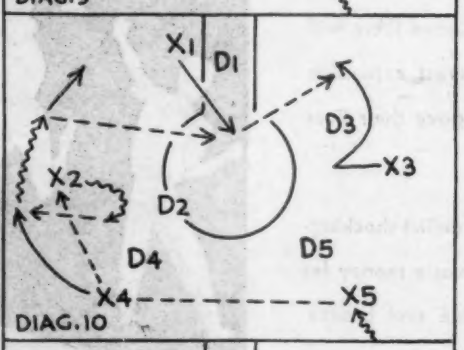
DIAG. 7



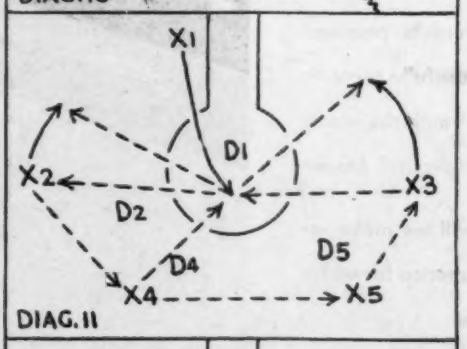
DIAG. 8



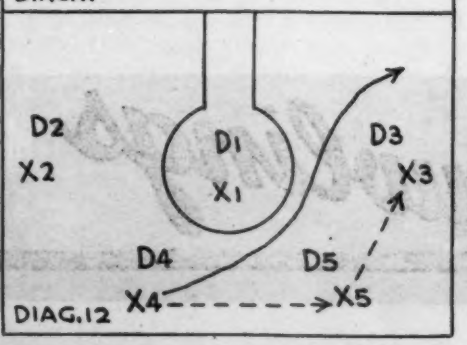
DIAG. 9



DIAG. 10



DIAG. 11



DIAG. 12

X1. The other four men will then be forced to assume zoned positions as shown in Diagram 12. This set-up will enable forwards that are fast and clever, to slip in behind their guards for passes from the pivot. The defense, also is hurt, if X4 or X5 cut diagonally in to the corner of D3's or D2's zone. Unless D4 or D3 go with the cut, D2 or D3 will find two men in their zone.

Diagram 13 shows a 3-out and 2-in set-up against the 3-2 zone. X4, after passing to X1, starts his cut under the basket. X1 immediately passes to X5 who quickly passes to X3, who pulls up to meet the pass, thus drawing D3 with him. X4, who is now under the basket, pulls out to the corner and receives a pass from X3 who has pivoted so as to pass to him. D3 cannot guard both X3 and X4. If D2 pulls over to aid D3, then X2 can pull under the basket for a pass from X4.

Diagram 14 presents the zoning principles of a 2-out and 3-in zone. This defense is particularly strong in stopping short shots. To gain this strength, however, under the basket, strength in the front court is sacrificed. To be able to solve this defense, it is absolutely necessary to have boys who can hit from the region of the two front zones.

Diagram 15 shows a simple block which, if run off rapidly, will give a shot from in front of the free-throw circle. X1 passes to X5. X1 blocks D4 from sliding in. X4 cuts off X1 as a screen. X5 passes to X4 for a shot. For another solution to this zone, X4, X1, and X5 might pass and screen against D4 and D5 until one man is left free for a shot. For example, see Diagram 16. X1 passes to X5 and screens D5. X5, on starting to dribble in, may be picked up by D4. X5 would stop, pivot, and feed X4 who would try to dribble in. By this time, D5 would be free from X1's screen and would pick up X4. Now X1 who had first screened for X5, should fade to spot K, Diagram 16. Thus, when D5 picks up X4, X4 could pivot and pass to X1 at point K for a shot.

If in the above solution, D1 should pull out of his zone to stop X1 at point K, then X2 should move into the free-throw circle to receive a pass frm X1. X5, who had been stopped by D4 when X5 had tried to drive in, should fade to point L after having passed to X4. Now X1 can pass to X5 at point L for a shot.

Diagram 17 shows a placement of center, X1, in the spot bordering the zones of D2 and D2, and of forward, X3, as a pivot in the D1 zone. If D3 stays in his zone, X1 will get a shot from the side.

With the ball at X4, D4 will be close to X4 and D5 will have faded away from X5. X4 passes to X5. X4 screens D5; D4 fades in as the pass has gone to the other side of the floor. X5 takes a dribble off X4, screens and passes to X1 for shot.

Occasionally a defense, as presented in

(Continued on page 39)

WILSON WORKERS WIN 3RD AWARD

FIRST—
The Army-Navy "E" for high achievement in production of war materiél.

THEN—
The *second* award for continued excellence—with a white star on the "E" banner.

NOW—
The *third* production award—for unflagging effort—and a second white star to display.

Buy More War Bonds . . . and Keep Them

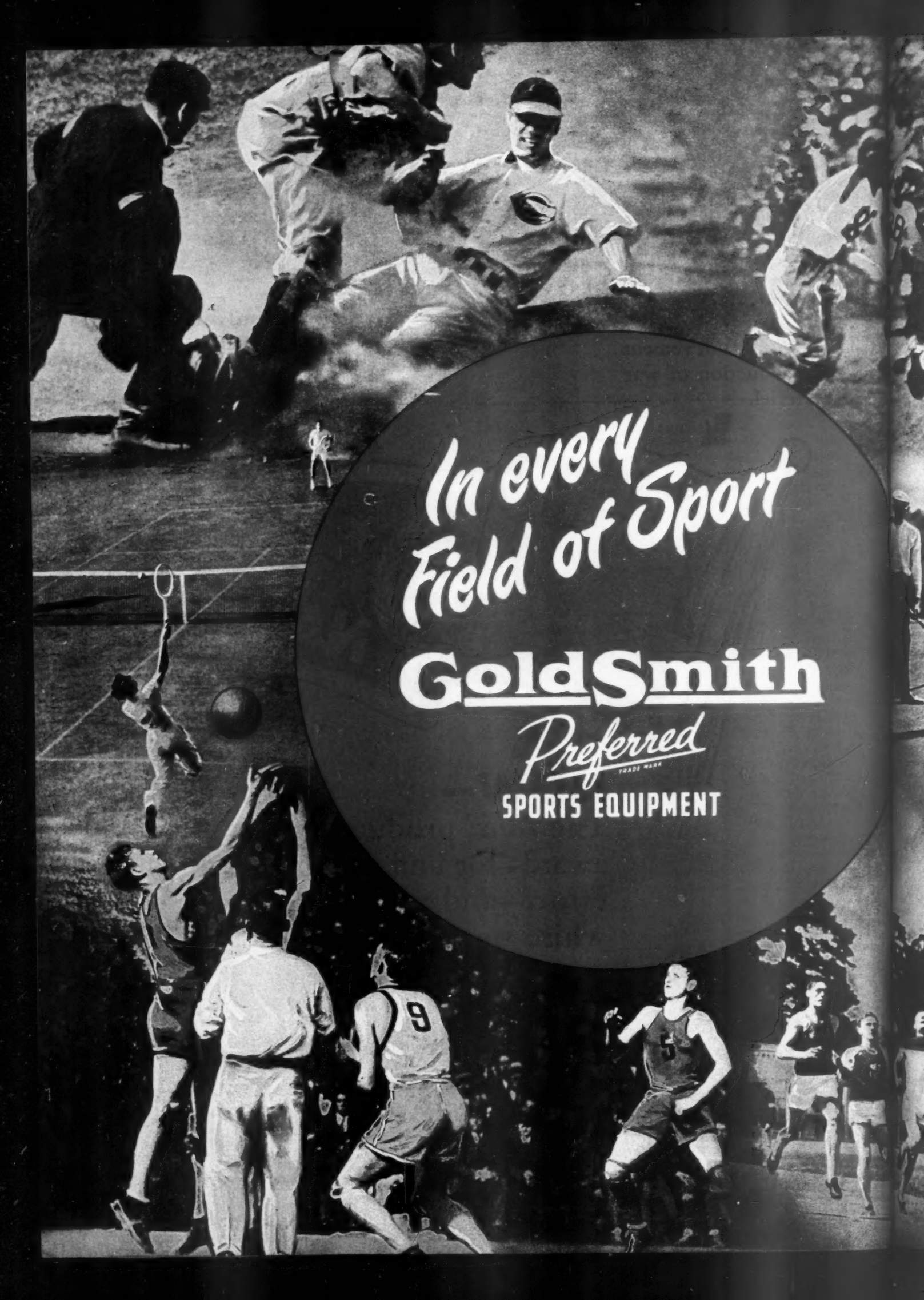
Wilson

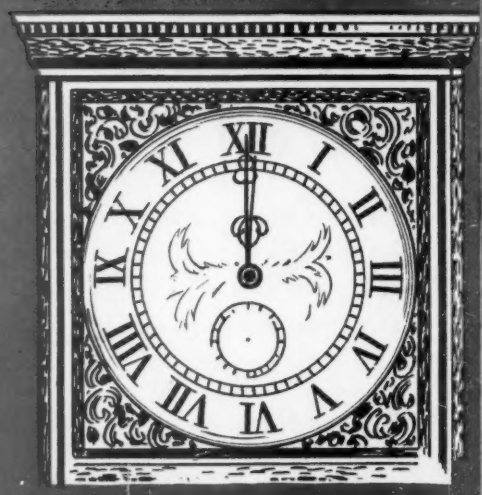
ATHLETIC GOODS MFG. CO., INC.
Chicago Plant

MEMBER: The Athletic Institute—a non-profit organization dedicated to the advancement of national physical fitness.

Let's all boost the "War Memorials That Live" campaign to commemorate our war heroes.

IT'S WILSON TODAY IN SPORTS EQUIPMENT


In every Field of Sport
GoldSmith
Preferred
TRADE MARK
SPORTS EQUIPMENT



☆1945

In the Armed Forces competitive sports have helped to make our boys the best fighting men in the world.

In industry competitive sports and recreation have provided the necessary change of pace to do a better job.

Today Goldsmith Sports Equipment is doing double duty on the home front, on the high seas, and in every far-flung outpost of the world.

BUY MORE
WAR BONDS
AND FINISH THE JOB!

Awarded to
SPORT PRODUCTS Inc.
Manufacturers

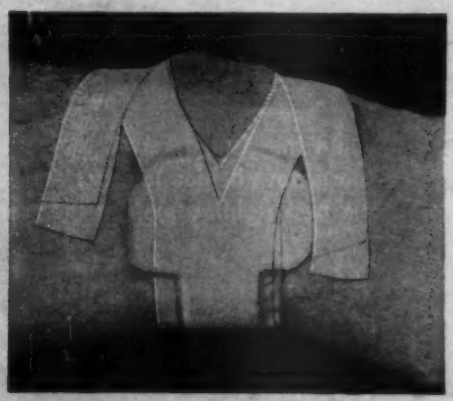
MacGREGOR-GOLDSMITH Inc.
CINCINNATI 14, OHIO, U. S. A.

When attending the National Sporting Goods Association Convention, visit the MacGregor-Goldsmith Suite Nos. 721-722-723, Hotel New Yorker, New York City.

PERFECT FIT MEANS PERFECT SUPPORT

Any knee support must fit perfectly to give the desired results: No two knees are exactly alike, but—when you *build* the support for the knee involved, you *know* it fits perfectly.

This assures perfect support. This support, combining the use of felt, adhesive tape and Ace Bandage No. 8 (with lastex), is best when applied as per directions found in the Ace Athletic Manual. Send for your *marked* copy.



B-D ACE BANDAGES

#1 ALL-COTTON ELASTIC
Standard, Moderate Elasticity

#8 ELASTIC—WITH LASTEX*
For Persistent Elasticity

* Reg. U. S. Pat. Off.

Sold at all Drug and Sporting Goods Stores

BECTON, DICKINSON & CO.
RUTHERFORD, N. J.

Problems in Teaching Basketball

(Continued from page 11)

eye focus, as if he were looking miles beyond the basket, he can see any of his own men who are cutting to the basket from either side line. This trick does not seem to take much practice. Once a boy has tried the distant eye-focus and understands its purpose, he seems to be able to adopt it as one of his techniques for seeing opportunities to make assists. Many boys pick up the habit unconsciously. Occasionally boys will need to take their eyes from the offensive area when pivoting away from an opponent. They should be taught how to take a large enough arc on their swing to bring the offensive area back into the field of vision. The boy, who turns his back on his offensive basket every time he is pressed by a defensive man, misses many offensive opportunities.

Where to Look When Dribbling. When dribbling is taught beginners independently of the action-pattern in which it is to be used, the eye-focus problem occurs. A boy who can not dribble without concentrating his attention on the ball is likely to be more effective as a team man if he is not permitted to dribble. He misses opportunities for assists, dribbles into congested areas and loses the ball, and does not always know when he is open for a shot.

Dribbling is difficult to teach correctly as an isolated learning unit. When taught in this manner, the boy learns to pay too much attention to the dribble. He must learn to dribble while paying attention to other things. He should guide the ball by feel, and by the mere flashes of its appearance in the edge of his field of vision. If necessary, he can learn to dribble from a crouched position, so that he can look ahead but have the ball appearing in the lower half of his visual field. While learning to dribble, he should be learning to concentrate his attention on opportunities for assists, defensive threats, cues to change of direction, and the like.

Developing Strength and Aggressiveness

Basketball coaches have resorted to a wide variety of techniques to develop the strengths and the aggressiveness essential to basketball. Squeezing tennis balls, tossing medicine balls, climbing ropes, and taking calisthenic exercises are examples of coaches' techniques to develop particular strengths. Some coaches like their boys to have had football experience so that they will be more aggressive. Other coaches like their boys to have had independent (nonschool) basketball experience because the boys seem to acquire the desired behavior in rough, loosely officiated games. Of course, the more of the needed strength and aggressiveness, the boy possesses at the start of the season, the less need there will be for further development. If the boy lacks a particular trait, however, the training should be adjusted to specific development of that trait. If the coach wants his players to be able to work the ball from the grasp of an opponent, he should give them practice in jerking the ball from an opponent. Tugging drills are easily devised. If the coach wants the boys to be aggressive at securing a loose ball, he should give such practice. A ball rolled or tossed equidistant from two or three squad members is the basis of this drill. If the coach wants the boy to become more aggressive at rebounding, he can sit above the backboard, roll or bounce the ball off the rim of the basket, and let two, four, or six squad men under the basket fight for ball possession. Jump-ball practice is another situation in which drill is essential for aggressiveness. These four types of drills are rough drills and should not be carried on for very long at any one practice session.

All these special drills should be made a part of a larger pattern of play; for example, the boy who jerks the ball loose from an opponent should turn, and pass, or shoot; the boy who secures the loose ball should continue action with a pass and cut. The beginners must not have these isolated part drills without the link to the next appropriate action. The expert player can polish special parts because the action-pattern is already interwoven with the part being polished; but the beginner learns more rapidly if his basic skills are developed together as successive waves in the flow of the action-pattern. Herein, lies the distinction between the types of teaching for use with differing experience levels in basketball. The successful teacher of experienced boys may not be able to adjust his methods to beginners, and vice versa.

Basketball in some parts of the United States is no longer a non-contact game. If the coach expects his boys to play in a league wherein there is much body contact, he should conduct his squad scrimmages without too much whistle-blowing. There has been some tendency in the last few years to let the game of basketball get rougher. The cause is partly crowd preference, and partly the tendency of military training to make sports more rugged. Perhaps, the fact that boys in fine physical shape enjoy taking and giving a few bumps has something to do with the change. It is not the writer's opinion that this roughness is a desirable trend; but it is reasonable to assume that boys should be trained to play the type of ball that they will meet in their varsity games. If there is an ethical question here, it should be answered in terms of what is best for the boys' all-round development.

...So Thanks, Coach, for My Promotion

"Sure, I know, Coach. I won some of it in the muck and blood of Tarawa, and some at Saipan, and I got my sergeant's stripes the hard way here in training camps at home.

"But all the way through, I and a whale of a lot of other guys have learned how much we owe to the coaches, trainers, and directors of athletic teams and intramural sports all over America. We found it was much of what *you* gave, that forged us so amazingly fast into a great army of fighting men.

"You gave us the physical, and in large measure, the moral stamina to wage mighty battles in war, and in the peace that is coming. You taught us how to be leaders, how to take responsibilities. You taught us discipline. You gave us courage . . . "

And Bike Web, Coach, knows how you're still carrying on with the leaders-to-be, youngsters who are coming up to take on their own responsibilities. And now, as in the past, we pledge Bike garments will supply the dependable, lasting support you rely on for your athletes. Bike will supply, as always, the best possible protective garments to help you in your work.

•

THE BIKE REG. U.S. PAT. OFF.

SALES AGENTS: Callaway Morrison Company, Inc., 306 Broadway, New York • Martin & Martin, 5 South Wabash Avenue, Chicago • McDonald & Billmire, 619 Mission Street, San Francisco • John H. Graham & Company, Inc., 105 Duane Street, New York • H. B. Hughes, 1143 Liberty Bank Bldg., Dallas

THE BIKE WEB COMPANY *41 West 25th Street, Chicago 16*

Feet First!

Underpinning is the watchword of all great coaches and athletes. That's why many leading Schools and Universities use the Dolge Way for prevention of Athlete's Foot.

Dissolve ALTA-CO Powder in water—one pound to the gallon—place foot tubs strategically in shower rooms and you'll combat the spread of Athlete's Foot. Here's why—

- Kills all different species of common Athlete's Foot fungi and their tough spores.
- Is speedy—kills fungi in less than 60 seconds.
- Is non-irritating to the skin.
- Does not damage towels.
- Is stable in solution.
- Can be quickly checked by inexpensive Alta-Co Tester.
- Is economical to use.

It's wise to use a tried and proved fungicide. Get the evidence—verbatim reports by medical authorities.

WRITE today for our 36-page illustrated booklet on Athlete's Foot control and how you can obtain the new Dolge Plastic Foot Tub free.

FOR SCIENTIFIC ATHLETE'S FOOT CONTROL

Alta-Co. POWDER The C. B. DOLGE CO. Westport, Connecticut

Devitalizing the Razzle-Dazzle Game

(Continued from page 15)

losing team might have a total elapsed playing time of one minute and fifty seconds, but it is the two-minute playing advantage that is the determinant for victory. This playing limit may be lengthened or decreased, according to the desires of the coach.

This "stick-em keep-away" game will certainly be a real benefit to a zone team which is weak on taking their men all over the court when the opponents have a score advantage with a few minutes remaining to play. Most zone teams have no real plan for keeping possession of the ball in the last few minutes of play.

The Triangular Plan

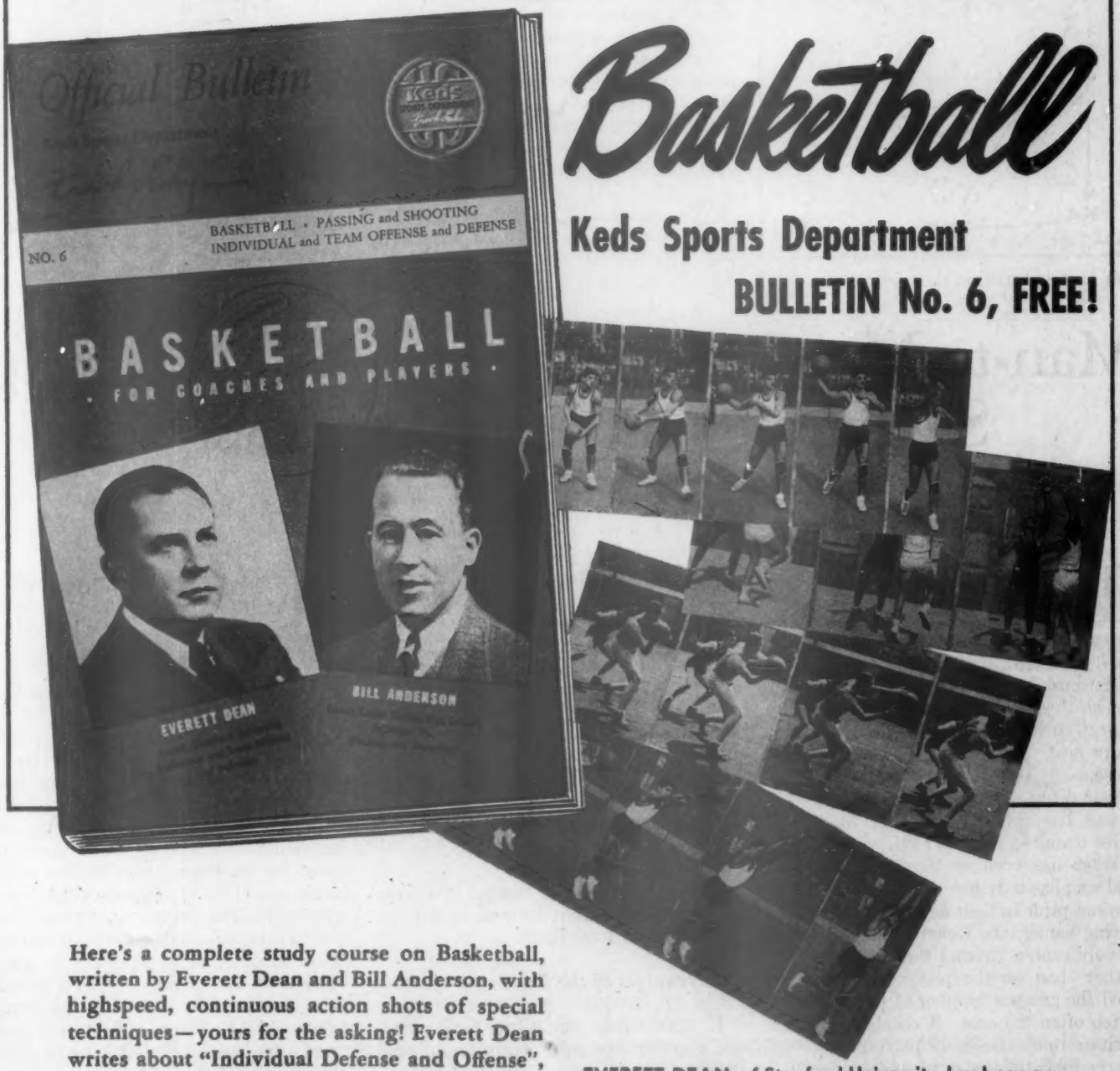
There is a regular pattern of play which will enable a team in possession of the ball to retain possession and still use a scoring threat against their defensive opponents. With three offensive men out near the division line and the two forwards in the corners, the ball is handled by any one of the three men on the outside. The center man in the back line and either one of the guards form the bases of the two triangles. The forwards in each case are the apexes of the triangles. Each triangle is a unit in itself. When the center man in the back line is in possession of the ball, he determines in which triangle to start the operation. The ball may be passed by either the center or the guard in to the forward.

The pattern of play is that both triangles operate toward the side line. In Diagram 4a, X5 passes to X1, who comes forward to receive the ball. X1 dribbles to the spot where X4 was previously stationed. X5 moves to X1's position and X4 moves to X5's position. It must be remembered that the defensive men must stay between their opponents and the basket, or the offensive men will be free to dribble in for open shots.

Now the ball can be switched to the other triangle, and X4, who is in X5's position, passes the ball to X2, who comes up along his own side line, and receives the pass from X4, who had moved over in X5's position. X2 now dribbles up to the position of X3. X3 moves over to the previous position of X4, and X4 moves down to X2's vacated position. It will be noted that either one of the guards may pass the ball to either one of the forwards, in which case the flow of all the men operates toward their own respective side lines, with each man taking the other player's position in the triangle.

This triangular offensive keep-away play must work only in this direction, or there will be grief to the keep-away team. The

Information that coaches need in a quick, graphic manner



Basketball

Keds Sports Department

BULLETIN No. 6, FREE!

Here's a complete study course on Basketball, written by Everett Dean and Bill Anderson, with highspeed, continuous action shots of special techniques—yours for the asking! Everett Dean writes about "Individual Defense and Offense", "Team Offense and Zone Defense". Bill Anderson writes about "Passing and Shooting". There's an introduction by Coach Frank Leahy and a section devoted to "Tips on Condition". For your copy, and copies for your team or student leaders, fill in the coupon below.

EVERETT DEAN, of Stanford University, has been an amazingly successful coach for many years. In 1942, his quintet won the National Collegiate Championship.

BILL ANDERSON, of Lower Merion High, Ardmore, Penn., has coached teams that have won four state championships in a row.

"U.S." REG. U.S. PAT. OFF. **Keds**

The Shoe of Champions

Listen to the Philharmonic-Symphony program over the CBS network Sunday afternoon, 3:00 to 4:30 E.W.T.

Serving Through Science

UNITED STATES RUBBER COMPANY

1230 Sixth Avenue • Rockefeller Center • New York 20, N. Y.

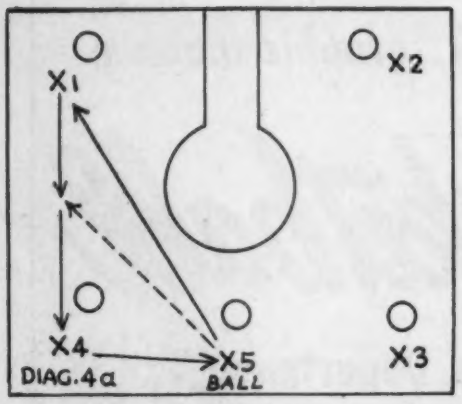
KEDS SPORTS DEPARTMENT
1230 SIXTH AVENUE
NEW YORK 20, NEW YORK

Please send me .... copies of Keds Bulletin No. 6, "Basketball".

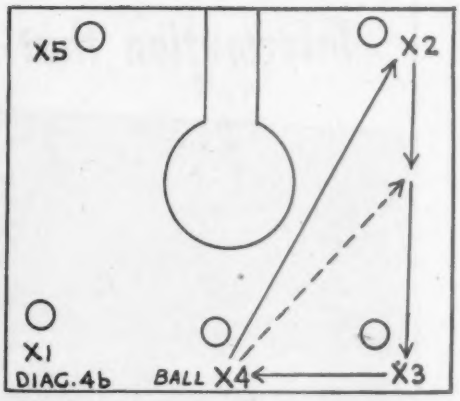
*Name*_____

*Address*_____

*City*_____ *County*_____ *State*_____



two men, not used in the triangle, are ever alert, and many times the defensive team will be so centered on obtaining the ball from the three offensive men that one of the two unguarded offensive men may slip away from his opponent, going to the basket practically unguarded to receive a pass from one of the three triangle offensive men. It is generally the guard on the off-triangle that is unwatched. No goal should be attempted unless there is a wide open play, and a lay-up. If an offensive player dribbles in to the goal, and a defensive player accosts him, the offensive player should immediately swing away from the goal and resume the keep-away game. Armed with these fundamentals, a team



should be more consistently versatile.

Man-to-Man Defense Employing Rushing, Switching, and Floating Tactics

By Roy W. Moren

Coach, Harmony, Minnesota, High School

THE statement, "A good defense is the best insurance against a bad night," is often true in many basketball contests. An offensive attack may be inconsistent, and players may have a disastrous evening in which the ball will not go through the hoop, yet considerable losses can be avoided and the opponent's score held to a minimum by a good defense.

Our defensive average for the past fifty games has been 20.5 points, with only three teams scoring over thirty. This low average has been so thoroughly stressed and emphasized that our players have a distinct pride in their defensive play. Following games, the locker room discussion usually centers around the defensive play rather than on the player who contributed the greatest number of points, which is too often the case. A coach should not hesitate to commend his players for every successful individual or team defensive maneuver as well as offensive.

We use a man-to-man defense, employing rushing, floating, and switching tactics. Sometimes, due to various circumstances, we may deviate from this formation, but in general this is our plan of defense. Our rushing tactics are confined chiefly to preventing the advance of our opponents to the front court. After they once penetrate into this area, we employ an assigned man-to-man with floating and shifting principles. In reality, a floating defense becomes a combination zone and man-to-man. The boys have someone to guard, but they drop off in the least vulnerable regions of the floor and help congest the most direct route to the basket of the player with the ball. They are aggressively minded and will often gamble on an intercepted pass or double up on an offensive player to produce a held-ball situation.

This defense cannot be worked to advantage with every type of squad. A defensive system should be adapted to the material at hand, otherwise a potentially strong team may turn out to be a failure. For example, I have seen tall, slow players attempt to rush a small, fast team and it has not worked at all well. Naturally, with every type of material, there are specific game situations which require a pressing attack, but it should not comprise the main style of defense.

Before discussing this method of defense any further, it might be well to list the advantages as I see them.

Advantages of the Pressing Defense

1. An excellent conditioner for a squad, and effective against a poorly conditioned team.
2. Allows the players to use their own initiative.
3. May be used successfully with a fast break as there are many held-ball situations which are excellent springboards for this method of offense.
4. Works well in any size gymnasium.
5. Makes it difficult for any team to use a set-style of offense.
6. Provides opportunities for doubling up on weak opponents.
7. Reduces an opponent's height advantage.
8. Effective against slow, inexperienced teams.
9. Causes confusion among many good teams, as few have a planned, organized attack against it.

Every type of defense, also, has its disadvantages. This type is no exception, and one of the initial weaknesses might be the lack of suitable material to fit into this style of play. Following are certain player qualities which are essential.

Personal Requirements for a Rushing Defense

Players must be in excellent physical condition as pressing involves many stops, quick starts, sharp pivots, instant breakways, and great jarring of the body. Asking young high school boys to go at top speed for an entire game or for several games, would not be mentally or physically reasonable. The defense would suffer, and this, in turn, affects the offense. Therefore, as an element of surprise, short spurts will add to the effectiveness of a pressing type of game. An orthodox man-to-man defense, and a change over to a rushing game after the second half may be a winning solution. An opposing coach's instructions can now be relayed only by means of a substitute.

Boys should have aggressive dispositions. This quality is lacking among many players, and is not necessarily a requisite of a good player; but if a squad lacks this spirit, rushing should not be attempted too often. A half-hearted attempt is worse than none at all.

Speed is a definite asset but, except for possibly two tall rebound men, the players needn't be too rangy. In fact, a short, fast team, using this defense, would tend to equalize the height advantage of a taller opponent by compelling him to take wild, hurried shots and thus scattering any well-organized rebound attack. Likewise, by forcing long and hurried passes, the shorter, faster team can intercept many throws.

"They Can't Faze Me!"

Voit Synthetic-Rubber-Covered Athletic Equipment can "take it!" The tough rubber cover of Voit Basketballs, Footballs, Soccer Balls, Volley Balls, Soft Balls, Water Polo Balls, and Home Plates resists the ravages of high humidity, moisture, and mildew—stands up under rugged play on sharp abrasive surfaces. That's the reason why the Voit Synthetic Rubber Cover is known as the *service surface*... first choice on the home-front, too!

BUY WAR BONDS REGULARLY

VOIT SYNTHETIC-RUBBER-COVERED ATHLETIC EQUIPMENT

Mfgd. by W. J. Voit Rubber Corp.,
1600 E. 25th St., Los Angeles 11, Calif.
Chicago Branch - 180 No. Wacker Drive - Zone 6

HANG ON TO THOSE YOU HAVE

Players must respond with quick mental reactions. A series of reaction tests may be given to determine their abilities along these lines. Boys with slow mental reactions usually make poor defensive players in any mode of defense, but would be particularly handicapped for this type of play.

Whatever type of defense is used, the fundamentals of individual defense should be explained and drilled upon throughout the season. It is not my plan to discuss these in detail, but there are certain definite fundamentals which have to be stressed in the proper execution of a pressing defense.

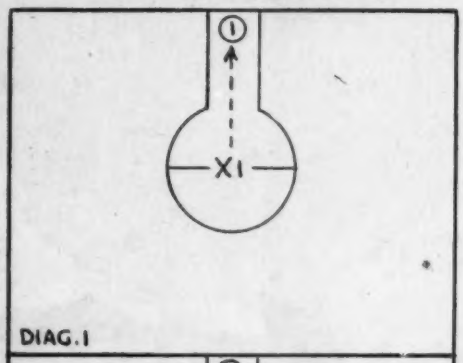
Clever footwork is very essential in basketball, both on offense and defense, but probably receives little attention from many coaches. Gliding steps, the boxer's step, change of direction, quick stops and starts ought to be emphasized daily. At first, they should be used in slow motion to gain proper execution and then when this is perfected, the drills should be speeded up. I have the boys practice these steps in all drills. For example, if we have a shooting or passing drill which requires the players to come back to the other end of the floor at its completion, they come back along the side line using a gliding or boxer's step either forward or backward. Perfection requires much practice and, eventually, the players will use these steps subconsciously.

The players should be taught to force the ball up, and away from the dribbler or shooter, by moving the arms and hands up from beneath, rather than by an overhand slap or lunge. Because a forcing defense tends to draw more fouls, this maneuver will help keep them to a minimum. Bringing the forearms, especially the fingers up, will cut down tendencies to overfoul, as the player will be riding the ball, rather than the man, which is very important. Even if a foul is committed by a player, coming up under the ball, it is more difficult to ascertain as the contact will not be a sharp slap, but rather a soft, up-and-outward motion that will be screened by the ease with which the ball is deflected out of the opponent's hands.

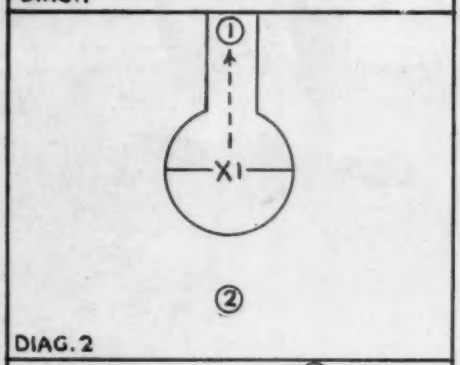
Develop Peripheral Vision

Peripheral vision should be developed among the boys. A player, who watches only the ball or the man, will be half as effective as the one who can watch both at the same time. Naturally, proper floor position also enters into this practice. In teaching defensive position, the coach should have the players point at their respective opponent with one hand and at the ball with the other. In other words, an imaginary triangle should be created. The boys should be cautioned not to turn their heads away from the ball. Even on fast-break situations, when the boys are running back to prevent a basket, they should watch behind, as a turned head will not slow their progress, but increase pass interception possibilities.

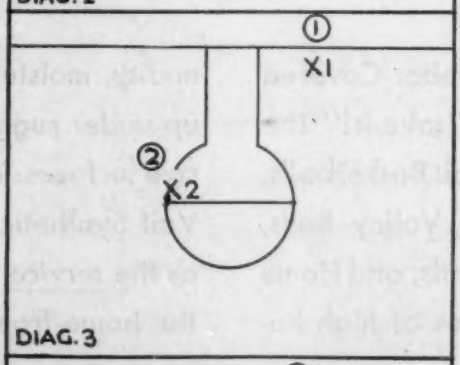
After the individual fundamentals, necessary for this type of defense, have been learned by a squad, they can be incorporated, by gradual process, into a co-ordinated team attack. Eventually all five players should be able to sense reactions of their own team mates, as well as those of their opponents. All must learn to press at the same opportune moment. If four boys show aggressiveness, alertness, and willingness to get the ball, and one boy loafs and employs poor judgment or does not co-operate, a defense is usually ineffective, ragged, and unsound. Changing from offense to defense must be very rapid, and here again the importance of fast mental reactions will show up effectively.



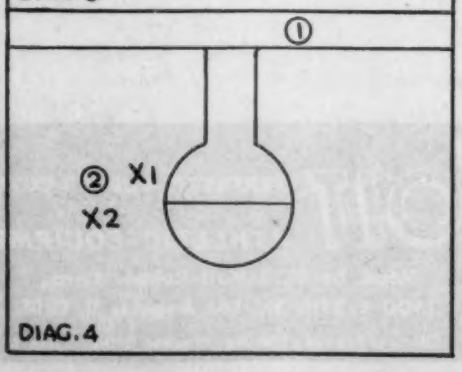
DIAG. 1



DIAG. 2



DIAG. 3



DIAG. 4

Fundamental Steps in Preparing the Team as a Unit to Use a Pressing Defense

A one-versus-one drill in advancing the ball over the center line is shown, in Diagram 1. X1, standing on the free-throw line tosses the ball to O1 underneath the basket, and immediately attempts to tie him up. O1 receives the toss and tries to dribble beyond the center line. In this drill, emphasis should be put on the importance of forcing O1 to the side lines before he can maneuver across the mid-stripe, steal the ball, or lose it by the under-handed sweeping motion previously mentioned. Here too, the footwork fundamentals will enter the picture. The defensive men should be cautioned about fouling and crossing their steps or leaving their feet, especially before the man has taken a dribble. Naturally, this drill is also excellent in developing the offensive players.

One-versus-two drill. Diagram 2 allows the offensive player to use a stationary man or post as an aid. The post O2 is placed out near the center circle and the offensive player O1 takes the ball out of bounds. The defensive man X1 picks him up immediately and attempts to keep him from advancing the ball over the mid-line in ten seconds, with the help of O2. This will be difficult, but it will encourage correct position, footwork, and give the defensive player an opportunity to intercept passes.

It is most important that a coach teach his players individually how to turn and watch the flight of the ball, still sensing the direction that the opponent will take, so that they will not be drawn in, screened out, or in any way capitulate on the ensuing play. The best way to make a player cognizant of this is to have him take one long step straight back instantly after the ball is passed beyond him. This will hinder an opponent trying to out-manipulate him and still allow sufficient opportunity to check his opponent's direction.

Two-versus-two drill, as shown in Diagrams 3 and 4. The second defensive forward has now been added. The boys may either guard their assigned man, as shown in Diagram 3, or both may watch the guard expecting to receive the pass into the court, as in Diagram 4. If they can prevent this man from securing the ball, the pass may require a longer, hurried pass with a 50-50 chance of interception. Gambling on pass interceptions, and two-timing a ball-handler may be done fairly recklessly in the back court as there is still time for recovery in case of a pass-off. Should a man break into the clear, the players down the floor should loosen up and form a zone around the basket, thus preventing a close-in shot or stopping the offensive team long enough to restore defensive balance.

The third, fourth and fifth men may be added, until there are two full teams. By

PHYSICAL FITNESS . . .

WITH PHYSICAL FITNESS EQUIPMENT BY MEDART

Official Navy photographs

PHYSICAL training for postwar American youth will begin soon! Action should begin now . . . with Medart, the approved and tested physical fitness apparatus in thousands of schools and colleges throughout the country. The War Production Board now authorizes the purchase of the following types of equipment for Victory Corps and Physical Fitness Programs:

- Climbing Poles
- Climbing Ropes
- Parallel Bars
- Horizontal Bars
- Stall Bars
- Flying and Traveling Rings
- Horizontal Ladders
- Basketball Goals
- Volley Ball Standards
- Vaulting Boxes
- Indian Clubs and Dumbbells (wood)
- Springboards
- Beat Boards
- Mats and Covers
- Stall Bar Benches
- Maple Wands

MEDART BUILDS AMERICANS

Medart

ST. LOUIS, MISSOURI

TRADE MARK REG. U.S. PAT. OFF.

FRED MEDART MANUFACTURING CO.
3533 DeKalb St., St. Louis 18, Mo.

WRITE FOR ILLUSTRATED MEDART EQUIPMENT BOOKLET

Free 20-page booklet just off the press describes in detail—with vivid illustrations—all types of Medart Physical Fitness apparatus now available for your Victory Corps Program.

TRAINING SUGGESTIONS FOR INSTRUCTORS

Free booklet on "Physical Training," practical suggestions for the instructor by Charles E. Miller, B. Sc., A. M. Gym. Coach University of Nebraska. 72-page book explaining correct uses of gym equipment.

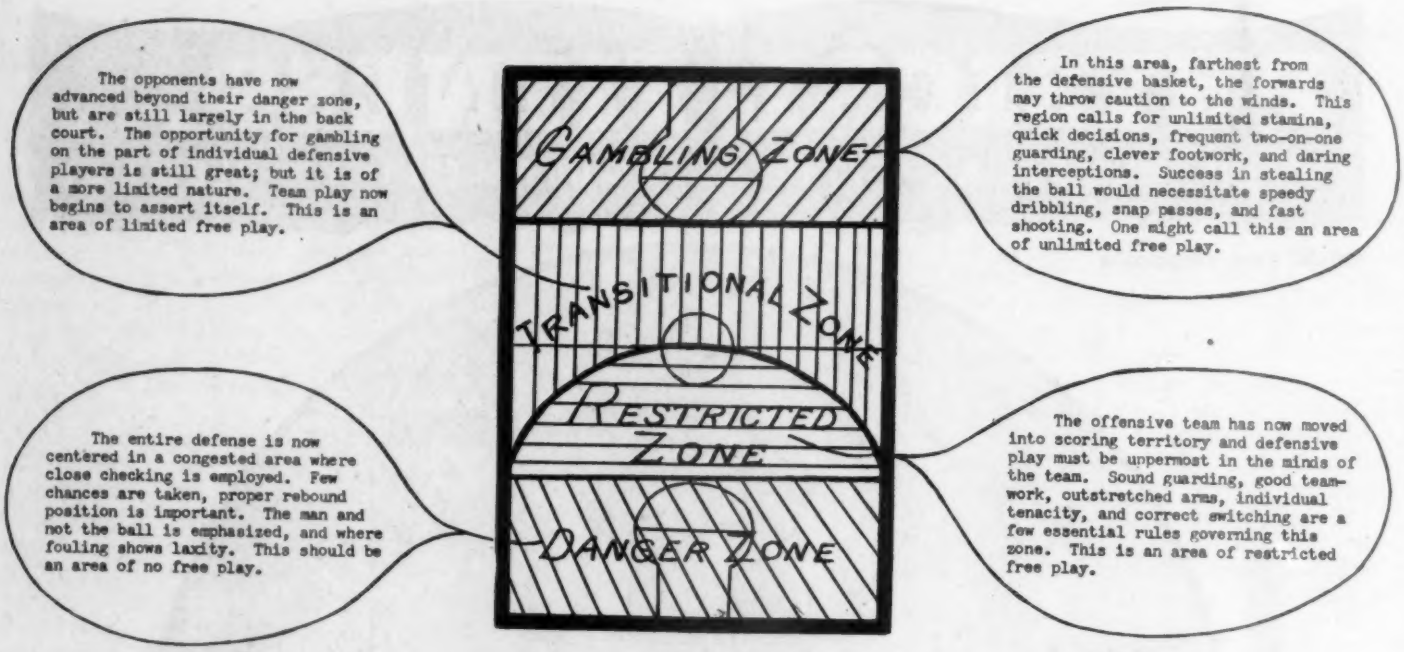

The opponents have now advanced beyond their danger zone, but are still largely in the back court. The opportunity for gambling on the part of individual defensive players is still great; but it is of a more limited nature. Team play now begins to assert itself. This is an area of limited free play.
GAMBLING ZONE
In this area, farthest from the defensive basket, the forwards may throw caution to the winds. This region calls for unlimited stamina, quick decisions, frequent two-on-one guarding, clever footwork, and daring interceptions. Success in stealing the ball would necessitate speedy dribbling, snap passes, and fast shooting. One might call this an area of unlimited free play.
TRANSITIONAL ZONE
RESTRICTED ZONE
DANGER ZONE
The entire defense is now centered in a congested area where close checking is employed. Few chances are taken, proper rebound position is important. The man and not the ball is emphasized, and where fouling shows laxity. This should be an area of no free play.
The offensive team has now moved into scoring territory and defensive play must be uppermost in the minds of the team. Sound guarding, good teamwork, outstretched arms, individual tenacity, and correct switching are a few essential rules governing this zone. This is an area of restricted free play.

Chart Analyzing a Rushing Type of Defense

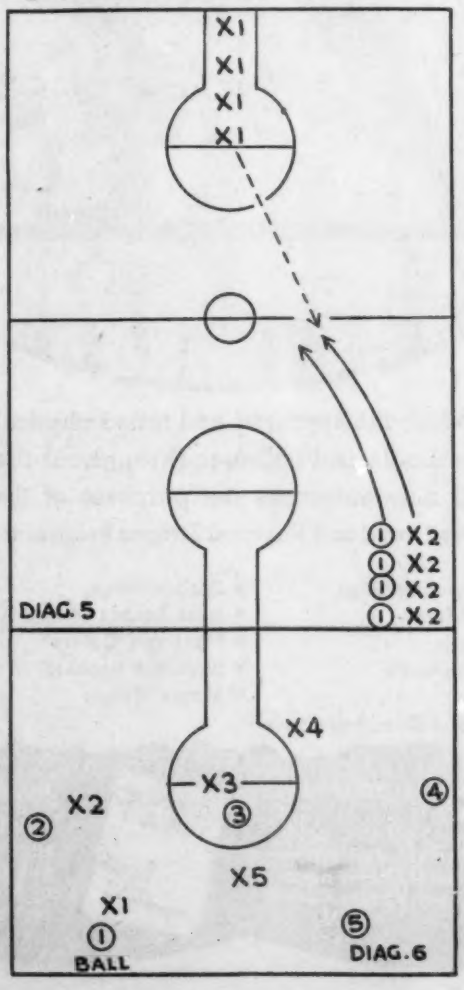
teaching the defense or offense in a series of simple steps such as this, a coach will furnish more individual attention to the players, and they will comprehend the plans more quickly and easily.

Diagram 5 illustrates a long-pass drill to the front court to teach boys their respective defensive positions and allow pass interception practice.

One row of boys, shown as X1, standing under one basket, throws a baseball pass to X2 with O1 trying to intercept. If X2 receives the pass, he will pivot and attempt to maneuver for a shot, while if O1 intercepts, he will drive toward his basket for a try. X2 then goes to the X1 line; X1 becomes a defensive player and O1 goes to the X2 line. This drill enables a squad to practice long passes, proper catching of the ball, footwork, defensive play, dribbling, and shooting.

The defensive players, while the ball is being advanced up the floor, stand as far toward the back court as they dare, still realizing that a long pass cannot be thrown over their heads to their opponent. As they progress, they drop back. They should be taught to stand sideways, facing the side line with arms outstretched, watching both the ball and the man by quick glances in both directions. The guards, watching the man along the side lines, should drop slightly toward the middle of the floor while the center man should move slightly toward the side of the ball. Any time that the guards or center seem to have a reasonably good chance to seize the ball, our forwards break into position for a fast-break attempt.

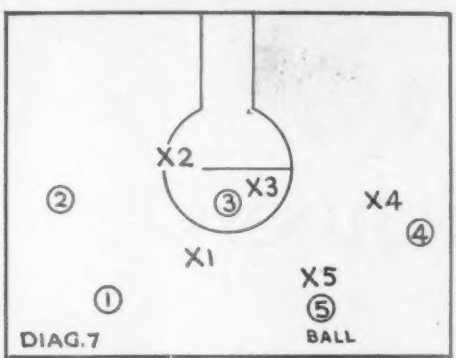
Diagrams 6 through 10 show how our defensive men float to prevent good passes to the "hole" man and hamper any drives directly toward the basket. It will be noticed in the diagrams that we closely cover the men who are in the most dangerous scoring areas and loosen up considerably on the others. On any cuts into the basket, the players stay with their assigned men unless a switch is necessary. A screening offense will not be as successful against this floating type of defense as it would be against a strict man-to-man.



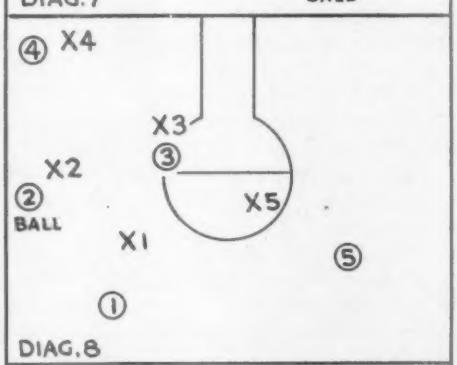
As a strict man-to-man defense is weak against a screen offense, it is necessary to do one of two things; either switch men, or loosen up on individual guarding, to allow men to slide by each other when their opponents cross. The latter method allows more set shots, but it is better than poor shifting to allow easy short shots. In utilizing the check system, we find there are various important items to emphasize. First, it cannot be successful unless the boys will talk so that they will hear each other. Rarely do high school teams converse enough. Either they are too modest, excited, or forget to use this important feature of the game. I do not infer baiting tactics toward the opponents, but rather pointing and calling out warnings of impending screens, blocks, or quick breaks to their own team mates. Second, on all vertical breaks, the defensive man closest to the basket should call "switch," "check," or "change." He is in better position to view the oncoming screen. Third, the switch back should be made at the first opportunity as it may have resulted in a short boy watching a much taller opponent, or the players may be out of position. Fourth, switching too often, and too soon, should be avoided. Fifth, and last, carelessness should not be permitted.

Scouting the opponents beforehand will often reveal weaknesses which will be beneficial in setting up a particular type of defense. Is the opposing team in good physical condition? Do the guards dribble well? Are they good passers? Do they pass and break often? Do they use screens? Do the forwards and center help out the guards on rushing? Do they meet their passes? All these points are important. Good defensive teams will recognize offensive weaknesses and strike repeatedly at these.

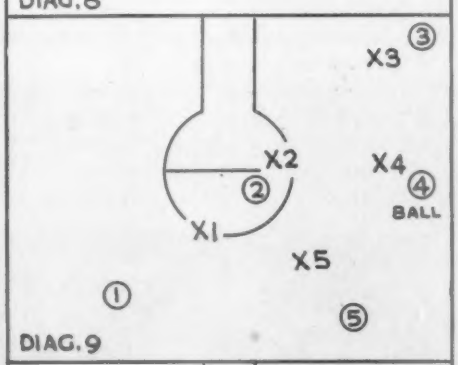
A RUDIMENTARY analysis of team instructions for aggressive play is shown on the opposite page. Readers may not agree in entirety, or in part, with this style of play, but it must be admitted that we, as coaches, are often guilty of restraining the resourcefulness of our players. We may overemphasize drill in an attempt to develop the basic fundamentals and, thereby, channel the inert desire of players to react to certain game situations as they feel inclined. Initiative, resourcefulness, and ingenuity on the part of the individual should not be destroyed, but opportunity for free play should be allowed.



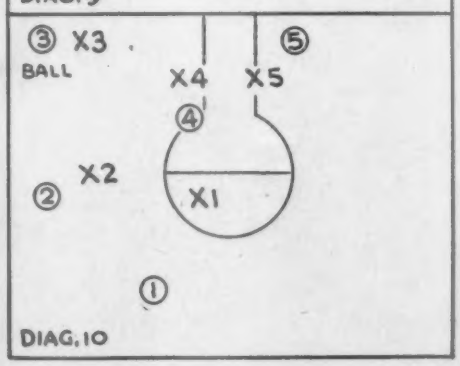
DIAG. 7



DIAG. 8



DIAG. 9



DIAG. 10

HILLYARD

FLOOR TREATMENTS AND MAINTENANCE PRODUCTS

Tested and Approved

We know of no other type of floor that receives any harder wear than GYM FLOORS! Hillyards Super Gym Finish is protecting the surface of thousands of gym floors in Colleges, Universities and Schools in all parts of the Nation. This is the tenth year it has been used on famous Madison Square Garden Gym Floor . . . it's a real Championship Finish for Championship Teams.

Sent FREE . . . to all coaches, Hillyard's Basketball CHART and Score Book. It's NEW . . . It's full of interesting material, send for your copy today.

THE HILLYARD CO.

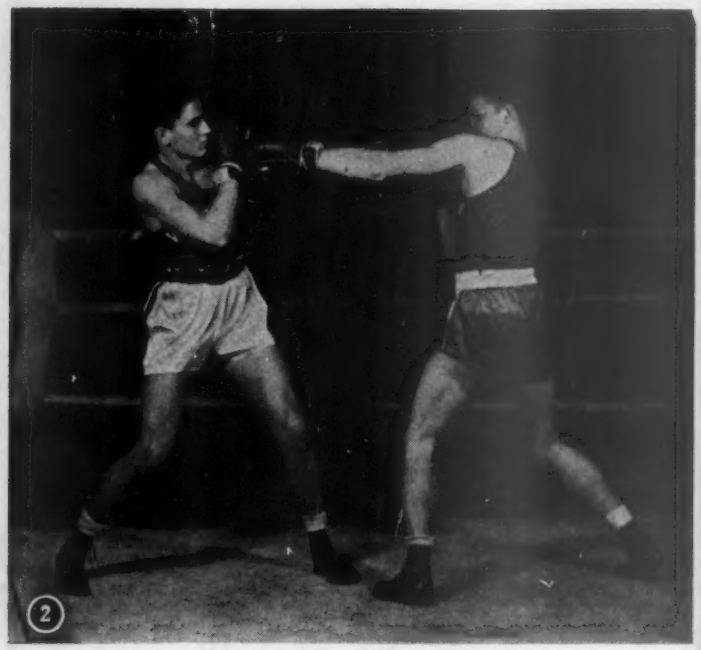
....DISTRIBUTORS HILLYARD CHEMICAL CO., ... ST. JOSEPH, MO.....

1944 Indiana Basketball Coaching School notes featuring the styles of offense and defense as used by the following:

Ray Meyer, DePaul University
Dolph Stanley, Taylorville, Illinois, High School
Royner Greene, Middletown, Ohio, High School
Floyd Baker, Martin's Ferry, Ohio, High School
E. N. Case, Frankfort, Indiana, High School

Price $1.50

Cliff Wells, Berry Bowl, Logansport, Indiana



Boxing in High School

By John J. Walsh, Lieutenant U. S. M. C. R.
Formerly, Boxing Coach, University of Wisconsin

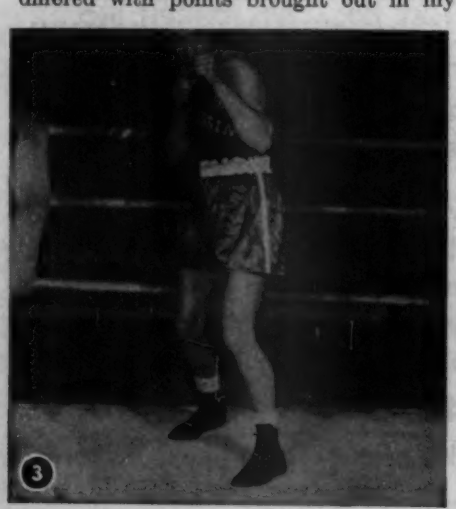
THE many comments received from readers of this publication on the six articles appearing in the 1943-1944 issues have convinced me that high school boxing is definitely "on the way," and that we can look for a high school and collegiate "boxing boom" after the war.

Many requests came in for more details and further explanation upon some of the points made in the articles of last year. At this time, I should like to invite further discussions and questions. These, and the ones received last year, I shall attempt to answer.

In the February issue of the ATHLETIC JOURNAL, an article appeared entitled, *Cross Blocking and the Left Hook*, by Eugene Nixon, director of physical education, Pomona College, in which the author differed with points brought out in my January article on, *The Left Hook*. Being Irish, a lawyer, and because the delivery and block of a left hook have always been a controversial point, I am using the space allotted to me in this issue, to further present proofs as to the correctness of my method.

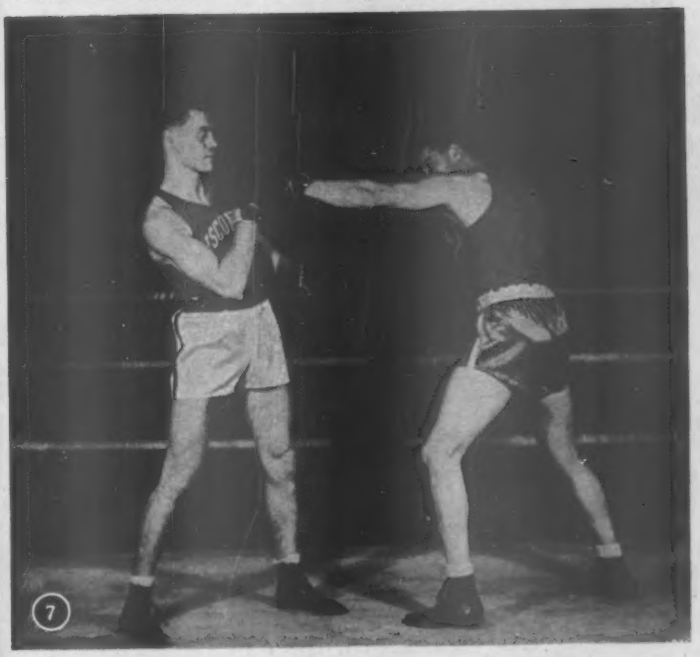
Mr. Nixon states that no instructor should allow a boxer to protect the *left* side of the chin with his *right* glove, the reason being that he would then leave himself vulnerable for a left hook. Let us follow his suggestion and have the boxer "learn to keep the right glove close to the *right* side of the chin, except when delivering a blow with the right." Let me say at this point that many boxing coaches teach this method although the majority now use the method that I have advocated in the preceding articles, and this point has been "hashed" over pro and con many times at our coaching meetings. We enjoy meeting an opponent who keeps his glove on the right side of his chin as he is then a perfect target for the boxer's best friend, the left jab. My contention is that nine left jabs are thrown for every one left hook, and a left jab can not be blocked with a boxer's hand on the right side of the chin. Visualize the beautiful opening your opponent leaves for his chin and entire face with his right hand on the right side of his chin. You can keep your left jab in his face so much that he will think it has become attached.

In Illustration 1 you see two boxers in an on-*guard* position, our version. The left hand is high, the chin is down, the right hand is *in front* of the chin and to the *left*. Illustration 2 shows both boys jab-



6

9


7

10

8

11

bing with their lefts and blocking with their rights, in front of, and to the *left* of, the chin. Either left hand would land directly on the chin or nose, *if* their right hands were kept on the right of their respective chins. Illustration 3 shows a good front view of the left jab ready to go from the on-guard position, and Illustration 4 shows a good side view of the left jab extended. Note the position of the right hand, on the *left,* all set for the inevitable left jab from the opponent. Illustration 5 shows what very often happens when the right hand is not carried properly, and the left is carried too low. If the boxer had been carrying the right hand up to the left side of his chin, even though his left is low, he could have lessened the effect of the right by catching the blow with his right glove. Mr. Nixon further contends that right hands should be blocked with the left shoulder, but Illustration 5 shows the result of such a blocking.

We all agree that any boxer with a good left hook is always dangerous. Further, we agree that the left hook is the hardest punch to throw properly and the hardest to teach. Therefore, the natural result is that a high school or college boxer seldom meets a good left hooker, whereas a left jab is simple, and every fair boxer can develop a good left jab; hence, a *right* glove

to the *left* side or the left side of the face will "catch them all."

The next natural question is how is a left hook going to be blocked? The answer is by sliding the right glove over from the *left* side of the face approximately four to six inches to the right and sliding the head downward and to the *left,* as the boxer in white trunks in Illustration 6 is doing. For further illustration, note the boxer in white trunks blocking the left jab, Illustration 7, followed by the right cross, Illustration 8, followed by the left hook to the chin, Illustration 9. Note illustrations 6 and 9 are the same. This is the practice procedure for the one-two-three punch, as shown in the January, 1944, issue, but brings out our point here.

Our contention is that this theory of shifting the right hand from left to right to block the hook is plausible, as the shift is only four to six inches, whereas the arc of the opponent's left hook is a minimum of twenty inches. Other things being equal, if the boy is always "on his toes," his hand should get there before the left hook arrives. We feel this chance is worth taking, rather than taking all the left jabs "on the nose" by holding the right hand to the right side of the face.

In case I have misled anyone about starting the left hook from the on-guard position, allow me to clarify. Definitely, the start of the left hook, as all punches, should be made from the on-guard position, or there will be *no deception.* As stated in the January issue, in throwing a hook, note that the forearm is rigid from the elbow to the knuckles, and not bent at the wrist. This makes for greater punching power and prevents sprained wrists. The hook is thrown in a half arc to the opponent's chin and with a complete follow-through motion for power. Naturally, as the name implies, the hook is not thrown straight like a jab, but is thrown in an arc from the on-guard position, either alone (Illustration 10), after a feint to the body or chin with the jab, then up to the face (Illustrations 11 and 12), or the old standby, one-two-three, noted in Illustrations 7, 8 and 9. In Illustrations 13 and 14, the leg and feet position starting from on-guard to the completion of the hook, is

clearly shown. This again denotes the twist of the body and the ultimate arc of the arm.

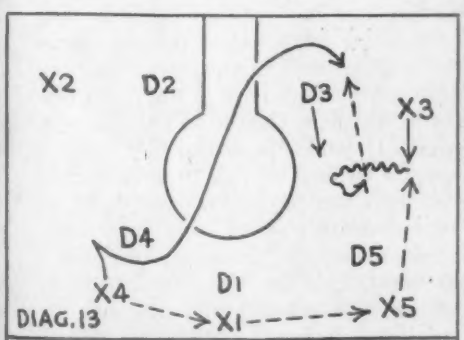
There was a further disagreement as to the position of the thumb upon the delivery of the left hook. We contend when the hook lands, the fist and thumb should be in the position as shown in Illustration 15, and not as in Illustration 16, with the thumb down. I believe it suffices to say that we have thoroughly experimented both ways and if the hook is landed with the thumb as in Illustration 15, we have no injuries, whereas we have had injuries when the hook was delivered as shown in Illustration 16.

Mr. Nixon's advice was summed as follows: "Don't cross-block with that right hand—keep the right glove at the right side of the chin." My statement reads as follows: "If you don't like a sore jaw and red nose, keep your right hand up on the left side of your jaw to avoid jabs, and slide your right hand across to the right, four to six inches, to block that minimum twenty-inch left hook that your opponent may throw. If your opponent does not do the same with his right, you are going to have fun with your left jab."

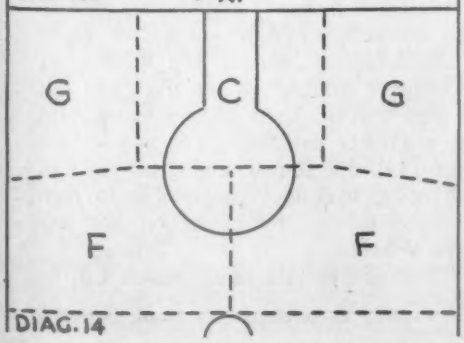
Solving a Zone Defense

(Continued from page 22)

Diagram 18, is used. D5 zones the hole; D1, D2, and D3 play man-to-man, and D4 zones the front court. D4, to keep X4 and X5 from shooting must play the man with the ball. Thus, by moving the ball around between X4, X5, and X2, D4 will become so tired through his shifting, that with X4 holding the ball (D4 will be on him), X5 can screen D4, and X4 can



DIAG. 13



DIAG. 14

Standardize on
"NATIONAL" EQUIPMENT
"National" equipment is designed by such experts as John J. Walsh, famous University of Wisconsin coach, to fit school and camp needs best. Expert craftsmen with years of experience build this equipment to our rigid standards. There is no better value than "National."
GYM MATS
WALL PADS
BOXING RINGS
TRAINING BAGS
PAD COVERS
BASEBALL BASES
Sold direct to schools and camps at a saving.
NATIONAL SPORTS EQUIPMENT CO.
366 MARQUETTE • FOND DU LAC, WIS.
Jim-Flex MATS

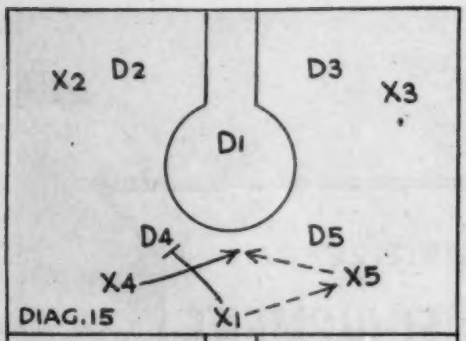
Reprints Now Available. Simple Fundamentals of Offensive and Defensive Football

Reprints of the illustrated articles in the issues of September, 1943 and 1944. Arranged for posting on bulletin boards; 65 illustrations with explanatory reading.

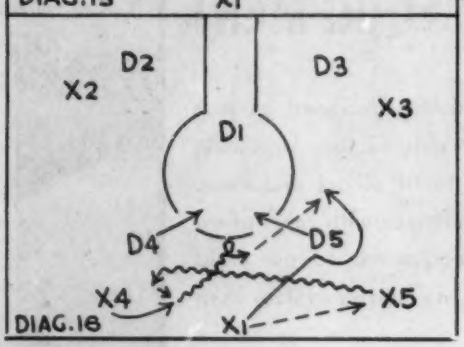
The illustrated article on the T formation, referred to in the November issue, will be announced at a later date. The set of football reprints are priced at thirty cents.

Reprints of Basketball Fundamentals will be ready early in January. Watch for definite announcement.

THE ATHLETIC JOURNAL
6858 Glenwood Ave., Chicago 26, Illinois



DIAG. 15



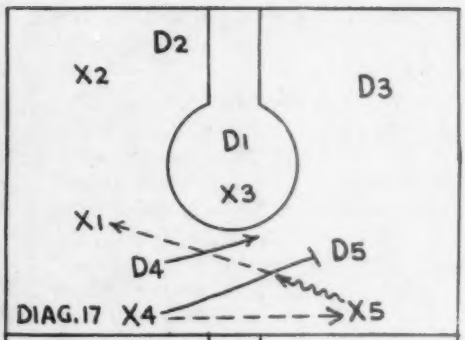
DIAG. 16

dribble off the screen for a shot.

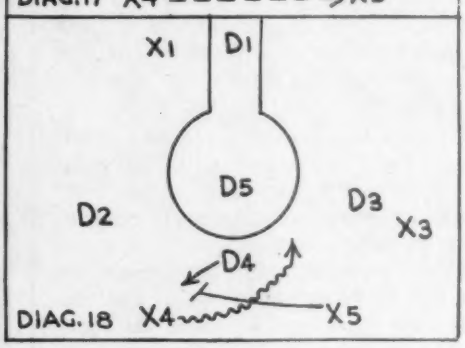
These diagrams for zone-defense solution apply on a regulation basketball court. Where zone defenses of the above types are used on thirty-five and forty-foot wide courts, then the solution becomes more difficult. In such instances, a fast-break offensive becomes the best solution. Then, once a team gets the lead, it can spread the zone by forcing the players to come out to get the ball. The zone defense has a decided advantage on a small court, because of the short distance it has to shift. Even on the small court, however, the offense, can, by clever and rapid movement of the ball around the outside, force the zone to jam so that, by a cross-screen setup, a medium distance shot can be made.

In the December issue Mr. Wells discussed at length the advantages and disadvantages of the zone defense. In this issue he suggests ways of solving that defense.

—Editor's Note.



DIAG. 17



DIAG. 18

The Teaching of Interscholastic Wrestling in California

By P. J. Rasch
Lieutenant Commander, U.S.N.R.

ONE of the less sensible phases of our system of higher education is the fact that, almost invariably, valuable research done for higher degrees ends up buried away in the archives of the conferring institution, where it does no one any good. The writer, recently engaged in an attempt to organize the first wrestling team in the history of the California Maritime Academy, had this forcibly brought to mind when he resurrected a survey of methods of teaching wrestling in California high schools, made just before the outbreak of the war by Carl Handy, then coach at Polytechnic High School in Los Angeles. Mr. Handy, formerly captain of the football and wrestling teams at the University of California, is now on duty as a Lieutenant Commander, U. S. N. R., at the Aviation Machinists Mate School in Norman, Oklahoma. The writer, vitally interested in literature on efficient and approved methods of teaching sports, found this survey so interesting and stimulating that permission was obtained from Lieutenant Commander Handy to endeavor to present it in such form that it might be available to others as well.

Unfortunately, competitive interscholastic wrestling in California has been in a semimoribund state for many years. If it were not for the outstanding efforts of Whittier, El Monte, San Diego, and four or five other high schools, interscholastic wrestling in California might well be as extinct as the saber tooth tiger of the La Brea tar pits. Handy's survey reveals that there are two primary reasons for this condition: Expressed over and over again in various ways, they add up to lack of instructors and equipment; and administration disapproval due to the fact that the sport is considered dangerous. The deterrent effect of these objections may be realized when only 24, out of the 195 high schools queried, replied they taught wrestling as part of their physical education program, but very few of these schools have teams which represent them in competition.

The first of these two objections does not appear too serious. Any high school should be able to find in its faculty an academic instructor, competent to teach wrestling on an extra-curricular basis, as is quite commonly done with lightweight football and basketball teams at the present time. The initial expense for a wrestling mat and covers may seem quite high, but it is actually negligible if the cost is averaged over the period of the many years for which this equipment will last. Once the mat and covers have been obtained, the only other expense is the washing of the covers, a very minor item. Wrestling is peculiarly fortunate, in that it requires no special personal equipment. Ordinary gymnasium clothing, swimming trunks, etc., are entirely satisfactory for practice, although full-length trunks are desirable as a means of preventing mat burns. Wrestling is, therefore, a sport particularly suited for a school operating on a limited budget.

The administration objection is unquestionably a serious one. The writer has seen two arms broken in intercollegiate wrestling matches and has heard several stories of far more serious injuries occurring in practice. Competitive wrestling was discontinued in most of the junior colleges in Southern California for this very reason. It cannot be denied that there is a certain element of risk present in this, or in any other physical contact sport, or even in crossing a street, or taking a bath. Competent surveys,[1] however, have shown that wrestling is the fifth most hazardous sport in high schools, preceded only by touch football, heavy apparatus, football and lacrosse, while in colleges it ranks third, following football and horse polo. In college, sprains are the most serious; in high schools, bone injuries and strains are a greater problem. The injuries are fairly well distributed among all parts of the body, making it impossible to concentrate safety precautions on any one type of hold.

There are certain things which can be

[1] "SAFETY IN ATHLETICS," Lloyd, Deaver & Eastwood.

done to minimize the danger of injuries, although they may not be eliminated entirely.

1. First and foremost is competent supervision. The pupils must be taught safety precautions, concerned with the various throws and grips, and the coach must see that prohibited holds are never used. It may be well to forbid students to experiment with new holds when the instructor is not present.

2. The wrestling area must be safe. The writer once wrestled in the gymnasium of a junior college in Southern California where the mat was laid between four roof supports. A throw against one of them might have easily resulted in broken bones or even death. Such conditions should never be tolerated.

3. A rather common hazard is overcrowding. When twenty or more young men try to work out on a twenty-foot mat at once, there is grave danger of rolling together or of kicking one another. The coach must keep the number of wrestlers on the mat down to a safe quantity. The generally accepted standard is forty square feet per two men.

4. Conditioning is an important factor. Early in the season, muscles and ligaments are more easily strained or torn than later, when they have become stronger and more elastic, and the pupil is more experienced. In this connection, work on the neck should be emphasized. Injuries to this part of the body may be very troublesome, and the writer has heard rumors of two broken necks occurring in wrestling practice. European wrestlers, on the average, develop this part of the body far more than do American grapplers.

5. Training is closely allied to conditioning. Men must be taught proper methods of warming up, and the coach must insist that no wrestlers go into a workout cold. A suitable interval must be observed between meals and workouts. All injuries must be attended to promptly. Boils and mat burns may, and often do, become infected and are then very difficult to clear up. Septicemia must be guarded against at all times. Mat covers and personal clothing must be washed as often as is practical. If in doubt about a wrestler, a coach should send him to the school physician. He should never take a chance in this respect, although it may mean losing a match. The health of a student is too valuable to endanger.

6. Matching experienced men with inexperienced in practice. The more experienced a man is, the less likely he is to get hurt or to hurt another. He knows how to fall; he knows the safety precautions that may be taken with various holds, and how much pressure he may safely apply. He can thus guide his opponent. No doubt, it is principally for this reason that the California coaches state in the survey, that, for purposes of instruction, they prefer to pair a beginning student with an experi-

We're Doing a Job

★ "INVINCIBLE" SPORTS ★
NETS HAVE GONE TO WAR

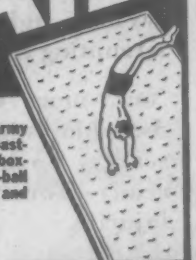
The production of sports nets is out for the duration. We're playing for keeps now, and the R. J. Ederer Company's "Invincible" sports nets have the most important job in the world to do . . . the job of protecting and saving the lives of our men engaged in this grim game of war. We have received the Army-Navy "E" award in recognition of the Excellence for which the name "INVINCIBLE" has always stood, and for our success in supplying our troops with vital war materials. Twenty-four hours a day our factories are turning out these special camouflage nets for the armed forces.

All other games must stop until the day when we have won the greatest contest of all. The boys who have played over our sports nets in the past, are now fighting under them, and it is up to us to keep them covered and safe. Definite improvements in "INVINCIBLE" nets, born of intensified research of war time production will bring a great advancement in the quality and design of our sports nets line in the Post-War period to come. However, until victory is assured, R. J. Ederer Company will continue to turn their full sports nets resources and facilities over to military needs and the winning of the game of war.

ARMY E NAVY

R. J. EDERER COMPANY
Home Office: 540 Orleans St. Chicago, Ill.

PETERSEN
GYM MATS



Used in Schools, Colleges, Army Bases and Naval Stations coast-to-coast. Full line wrestling, boxing, tumbling mats and foot-ball dummies. Send for catalog and prices.

PETCO
TRADE MARK
PETERSEN & CO.
5561 BAYNTON STREET
PHILADELPHIA 44 PA.

—TRAMPOLINING—

America's Newest Sport—New Workout Pleasure — Fascinating — Body Building — Develops Co-ordination and Control. Adopted by Educators. Write for free literature:

"TIPS ON TRAMPOLINING"—FREE

GRISWOLD & NISSEN
1807 2nd Ave. SE
CEDAR RAPIDS - - - IOWA

enced student of the same weight.

7. Rigid refereeing. The referee must be quick to stop any hold that appears dangerous, especially wristlocks and "stretcher" holds. At least one of the broken arms, mentioned earlier in this article, might have been prevented if the referee had not hesitated a shade too long.

Instructors are agreed that the teaching of wrestling should begin with the demonstration of the holds and maneuvers, involving footwork, and that the instructor should demonstrate each hold personally. The teaching of blocks or counters for the grip should follow immediately, and the class should be instructed in any safety precautions that might be involved. Next, the students should be set to practicing the maneuvers, just taught, and the coach should circulate around through the class and correct any faults observed.

It is held that the period of instruction should be about one hour. Each session should begin with the instructor briefly reviewing the work of the previous sessions. This should be followed by a series of warming-up exercises, after which comes the actual teaching. Just before the close of the period, the coach should discuss with the entire class the various faults that he has observed. Students should not be permitted to wrestle a great deal until they have become physically adjusted to the sport; in fact, in the early part of the year, only enough wrestling should be permitted to keep up their interest. In the average daily session, about twenty-five minutes should be allowed for actual practice by the student.

It is unfortunate that Lieutenant Commander Handy's survey did not cover training methods and specific conditioning and favored warming-up exercises. It is quite obvious that this section of his report deals with wrestling from a physical education standpoint. Twenty-five minutes of actual practice per day are hardly enough for one who is preparing for competitive wrestling, and no mention is made of road work, bridging, and other important exercises.

A training question of special interest to the writer is the question of the use of bar bells in the non-competitive season. Stone, of the University of California, condemns them on the ground that the movements in lifting a weight and in wrestling are so different that bar-bell training is of little value. Nat Fleischer, on the other hand, has stated that he has never known a top-flight wrestler who did not work out with the weights. Granting that one is no doubt speaking of amateur wrestlers and the other of professionals, when opinions of qualified judges differ so radically, the truth probably lies somewhere in between. Upon considering the long existence of wrestling, it is surprising that so little research has been done, or at least published, on the subject. It is not mentioned in the indices of such standard texts as McCurdy and Larson's *Physiology of Exercise* and Schneider's *Physiology of Muscular Activity*, and is equally ignored in such a study as Lehman's *The Most Proficient Years at Sports and Games.* Surely, this sport presents a fertile field to the investigator.

The concensus of the coaches questioned was that holds should be taught in the following order:

A. The Wrestler's Position:
   1. On his feet
   2. The referee's position on the mat
   3. The referee's hold when standing

B. Retaining Position of Advantage:
   1. waistlock with near arm
   2. Cross-body ride
   3. Near arm and further ankle
   4. Near wristlock and head-on-elbow hold
   5. Crossbody grapevine and arm back
   6. Waist and under-arm combination

C. Going Behind Opponent:
   1. Tackle or double-leg hold
   2. Arm drag to go behind
   3. Elbow shove
   4. Headlock
   5. Reverse headlock and arm bar
   6. Tear hands apart
   7. Ankle lock between legs
   8. Body twist and leg trip
   9. One leg pick-up and inside trip
   10. One leg ankle-and-knee tackle

D. Coming out from Underneath an Opponent:
   1. Side roll
   2. Standing and pulling arms apart
   3. Sitting out
   4. Switch

THE GAME'S WORST PENALTY—

"BENCHED FOR BRUISES"!

The longest periods of "time out" – in any game – are caused by injuries. Bruises, sprains, strains!

That's why more and more trainers are turning to Antiphlogistine. This ready-to-use medicated poultice helps shorten your athletes' stay on the bench.

A comfortably hot Antiphlogistine pack supplies valuable Moist Heat for many hours. Helps relieve pain, swelling and soreness – without interrupting the athlete's rest.

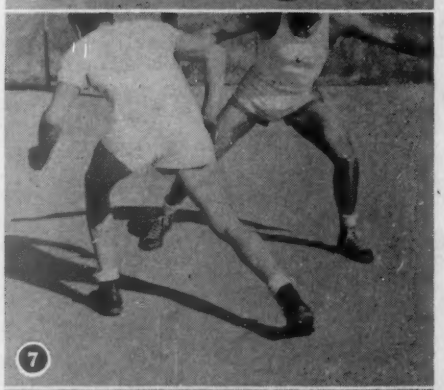
Now, more than ever, you need Antiphlogistine. Good athletes are scarce. So keep Antiphlogistine ready – for the most common injuries.

Write in for Your FREE Booklet — "Athletic Injuries"

ANTIPHLOGISTINE HELPS YOU "KEEP 'EM IN THE GAME"

Antiphlogistine

The Denver Chemical Mfg. Company
New York, N. Y.



Illustrations 1, 2 and 3 show three successive steps in the execution of the reverse turn.

Illustration 1 shows the offensive player coming to a quick stop with the foot next to the guard advanced. Notice the low body-position.

Illustration 2 shows the whirl or start of the reverse. A sudden push-off of the advanced foot combined with a pivot on the rear foot makes this a very effective offensive weapon.

Illustration 3—The completion of the reverse showing the player in his drive for the basket.

Illustrations 4 and 5 show the footwork on the technique of jumping.

Illustration 4 pictures the feet position used by most players. In this side position, some players like to take a quick "crow-hop" step at the start of the jump.

Illustration 5 shows the alighting position of the jump. This is made possible by "corkscrewing" on the jump. It is important that the jumper land in his half of the circle, thus avoiding contact.

Illustrations 6, 7 and 8 show three successive steps in the execution of the change of direction.

Illustration 6 is a demonstration of the beginning of the change of direction. Notice the shoulder and arm feint to the right. These, and the feint of the head, not shown here, should be strongly emphasized. The weight is low and the right foot has full traction.

Illustration 7 shows the push-off of the right foot and the transfer of the weight to the left, preliminary to the explosive drive.

Illustration 8 shows the first step after the push-off. The first half of the movement is done best at half speed and the latter half with all the speed and drive possible.

BASKETBALL (SERIES 3)

This is the third in a series of illustrations on footwork in basketball. Series 1 and 2 appeared in the November and December issues last year. They are still available in reprint form at the address below. Reprints of this series are also available.

JOHN T. RIDDELL, INC.

1259 N. WOOD STREET CHICAGO, ILLINOIS

5. Double wristlock on further arm

E. Pinning Combination.

1. Near half-Nelson and body hold
2. Near half-Nelson and inside-crotch hold
3. Near half-Nelson and near leg hold
4. Flat body scissors
5. Further half-Nelson and near arm
6. Three-quarter Nelson to body lock
7. Double-bar arm
8. Outside crotch and near wristlock
9. Half-Nelson and scissors
10. Arm scissors and further Nelson
11. Arm scissors and headlock
12. Head scissors and arm hold
13. Grapevine near arm and further half-Nelson
14. Cross-body and arm lock

Some discrepancies will be observed between this list and the methods advocated by well-known coaches. Many instructors prefer to teach mat wrestling first, on the grounds that this constitutes about 90 per cent of the sport and should have preferred attention because of its greater importance. Gallagher *(Amateur Wrestling)* recommends that the leg pry be taken immediately after the signal to wrestle is given when the wrestler is in the referee's position on the mat. He considered the double-body lock and the double-arm bar and leg scissors the best riding holds known. The wrestlers from the University of California show decided proficiency with the double hold on the further ankle. None of these are given in the aforementioned list. Even more surprising, is the omission of the bar-arm ride, as this is certainly one of the oldest and most popular of the hold-downs.

The holds, *Going Behind an Opponent,* would indicate that there was some confusion in the minds of those answering this questionnaire. The tackle and headlock would seem more accurately classified under *Take Down to the Mat,* a heading which is missing and which, it would seem, should be included. To such a section might be added the waisthold and knee trip, waisthold and ankle trip, waisthold and wristlock, reverse armlock and bar, etc. Tearing the hands apart and the ankle lock between the legs are used primarily as escapes when the opponent is behind. The standing switch and standing double wristlock are used as go-behinds by some of the better wrestlers, but are probably considered too dangerous for use by high school wrestlers under California conditions.

In many respects the most interesting part of the report lies in the discussion of the carry-over values, attributed to participation in this sport:

1. Confidence and self-reliance
2. Co-ordination
3. Sportmanship and clean play
4. Self-defense
5. Physical development
6. Recreation
7. Heath habits

Probably no one would deny that wrestling rates second only to bar-bell work as a developer of the physique. At a recent graduating exercise, the writer overheard one of the speakers remark, "They are a nice looking group of boys, but I never saw such a lot of physical weaklings before." His companion replied, "Yes, there isn't a muscle showing on most of them." The importance of these remarks lies in the fact that these boys were going to immediate duty as merchant marine or naval reserve officers. An army survey found that the enlisted men rated physical strength and good build as Number 8 in the list of characteristics which were desired in a leader, ranking it above education, courage, impartiality and industry.[2] How much better fitted for their tasks, would these graduates have been, if they had had the opportunity to participate in competitive wrestling.

Somewhat surprisingly, wrestling instructors report that an average of sixteen pupils per instructor have used their knowledge of wrestling to protect themselves or others from harm. They also report that an average of 24 per cent of their former students still wrestle for recreation, a percentage which probably is exceeded only by swimming, golf and tennis, and possibly by basketball.

When the low cost of this sport is considered in conjunction with its high participant and carry-over values, especially in recreation, self-defense and physical development, it is obvious that wrestling should be in the curriculum of every secondary school and college. The writer feels that it is one of the most valuable of all sports and that we who are interested in it may legitimately ask any school, not offering it, "How can you in justice to your pupils fail to teach wrestling?"

[2] "PSYCHOLOGY FOR THE FIGHTING MAN," pg. 374.

Soccer—An Excellent Intercollegiate and Interscholastic Sport

By J. H. Nichols, M.D.
Director of Athletics, Oberlin College

THIS is, frankly, a plea for the broadening of our intercollegiate and interscholastic sport programs following the war to include a greater number and variety of competitive activities. We will all agree that the chief educational values of sports comes from participation. Intercollegiate sports intensify and fix these educational values in a way, not possible in intramural sports. One of the best criteria of the real educational value of intercollegiate or interscholastic sports is the percentage of students taking part—50 per cent is possible, even with a modest budget.

The staunchest friends and advocates of intercollegiate sports, such as Grantland Rice and the late Major Griffith, recognize this as the point at which we need to make the greatest progress. This does not mean any less competition for the superior group, but it means that, when there are many different types of sports in which to excel, many more men will be interested and will represent the school or college on some team. The services want every man and woman to have the benefit of these sport experiences.

Soccer represents one of the sports which should be included in all interscholastic and intercollegiate programs. It has everything that a good game needs. The army and navy have recognized its great advantages as a conditioner and have made it a part of practically every physical training program in the service.

It is an outdoor game which may be played in almost any type of weather throughout the year; a team game requiring co-operation and team work. It is rugged—a contact game developing and requiring the same qualities of physical courage as football, with very much less danger of serious injury, due to the fact that there is no blocking or tackling, the contact, being usually between two opposing players with both on their feet. The game requires a minimum of equipment, shoes being the only item of considerable expense. The action is almost continuous, with play being interrupted only when the ball goes out of bounds and when a penalty is called. In this event, play is resumed in a matter of a few seconds. Skills may be acquired quite rapidly, although, the same as in all sports, the best players will have developed their skills at an early

age and over a long period. The skills and knowledge of the game may be taught in physical education classes and carried over into intramural and interschool competition.

Thousands of men will be returning to our colleges who have learned this game and enjoy playing it. This is the ideal time to introduce it into the intramural, interscholastic, and intercollegiate programs.

After eighteen years of experience in promoting this game as an intramural and intercollegiate sport, I know that there are many boys in every college who like to play it. Soccer attracts a different group from those that go out for football. In the main, they are the boys who need the socializing and adjustment values of intercollegiate sports. In some cases, they come from foreign countries, and this gives them the opportunity to make friends and feel that they belong to some group. Soccer has the great advantage of being an international sport. In whatever country in the world one may go, one will find boys and young men playing soccer. It is the best game, that we have, to assist in developing international friendships.

Our fall sport program is one of the weakest from the standpoint of breadth of opportunity. Football, in many instances, has been the only intercollegiate sport in the fall program. Soccer and cross country both should be added. In all other seasons, most schools have at least three different types of intercollegiate opportunity.

But, you say, how about the expense and the coaching? Soccer is a non-income producing sport. Few people will pay to see it. True, and so are many other of our finest intercollegiate sports, such as tennis, golf, and baseball. Soccer, however, may be conducted in a modest way at a surprisingly low cost. We have included it in our intercollegiate sports for fifteen years, playing an average of six games, three at home and three away, and our expense has averaged five hundred dollars over the fifteen years.

Practically every school has someone who is interested and competent to teach the game. Upper classmen may do the coaching, one of the most excellent opportunities for the development of responsibility and leadership. Boys who play the game like it for its own sake and are always eager to help others enjoy the sport. Soccer is only one of many sports which offer an opportunity for the development of fine qualities and basic essentials for increasing total fitness, but it is one of the best.

If we really believe that to which we so glibly give lip service, namely, that intercollegiate sport benefits should be extended to a far greater percentage of our students, soccer and many other sports will be added to our intercollegiate and interscholastic programs after the war.

BROOKS

THE FINEST IN ATHLETIC FOOTWEAR

MANUFACTURERS OF THE

Finest

LEATHER TOP BASKETBALL SHOES

Exclusive BROOKS features —advanced scientific design —arch supports—cushion heels—resilient vulcanized rubber soles. Built for speed—stamina—comfort.

Orders received through Dealers Only

BROOKS Safety Football Shoes

with Patented Lock-Tite Cleat Washers and Rachet Nuts

The safety shoe that positively prevents the loss of cleats during the game, and prevents the backing up of bolts, thereby preventing blisters and handicapping injuries. A shoe that should be adopted because of its safety features.

Orders received through Dealers Only

OTHER FAMOUS BROOKS SHOES for

Baseball	Wrestling	Track
Softball	Bowling	La Crosse
Boxing	Soccer	Physical Training

BROOKS SHOE MFG. CO. PHILADELPHIA 39, PA.

Progressive basketball

Second Printing Now Ready

Excerpt from letter: "I believe this book to be the most clearly written of any in the field. The offense is applicable to any high school offense and it is thoroughly explained and diagrammed; the defense is treated likewise. If a basketball coach were to have but ONE book, this should be it."—Joe Hutton, BB Coach Hamline University, St. Paul, Minnesota.

Price $3.00 Order from

EVERETT S. DEAN BASKETBALL COACH

Stanford University, California

COLONEL THEODORE P

Colonel Theodore (Ted) P. Bank has recently been released from the army in order to accept the position as president of the Athletic Institute, Incorporated, succeeding the late Major John L. Griffith who, also, was commissioner of athletics of the Western Conference. The Athletic Institute, with headquarters in Chicago, is a non-profit organization for the promotion of physical fitness through athletics and recreation, and by this direct action, rather than with words, has put its stamp of approval on the value of competitive athletics in developing physical fitness in America.

An overseas veteran of the first World War, Colonel Bank had a great deal of combat experience and as a lieutenant in the army of occupation in Germany he organized the divisional athletic and recreational program. Upon his return to the United States in 1919, he entered the University of Michigan, playing quarterback on the football team under Fielding H. Yost from 1920 through 1922.

Following his graduation at Michigan, Colonel Bank served as head coach of baseball and boxing at Tulane University and assistant to Bernie Bierman in football. In the summer of 1935, he went to the University of Idaho as athletic director and head coach, in addition to serving as director of physical education at that institution.

Colonel Bank remained at Idaho until March, 1941, when he was called back into the service as a major for assignment in the War Department, to organize the army athletic and recreation program. As chief of the army athletic and recreation branch, he initiated the procurement of approximately $60,000,000.00 worth of athletic equipment for the boys in the service, a great deal of which has been sent overseas.

As a result of Selective Service statistics, and inspection trips to the various army installations, the colonel early became convinced that our physical fitness program for the youth of our country had been a miserable failure during the past twenty-two years and that in spite of the fact that only 50 per cent of our youth could qualify for military service, the majority of that group was in poor physical condition. By his persistence, Colonel Bank finally secured permission from higher authority to conduct a comprehensive physical efficiency testing program in vari-

THE ATHLETIC INSTITUTE, INC

RP. BANK, PRESIDENT

ous army installations. The published results proved conclusively that the colonel was right, and the War Department authorized him to prepare a new physical training circular and initiate a directive, calling for a more rugged competitive sports program in army installations.

Although having no supervisory control over the Army Specialized Training Program in our colleges and universities, Colonel Bank nevertheless strongly recommended that the army personnel in these schools be allowed to compete in the regular collegiate competitive athletic programs. Higher authority, however, decided otherwise and the policy has not changed in spite of Colonel Bank's continued efforts to have it reversed. The colonel also served on the committee in the office of the Commissioner of Education for the preparation of physical fitness manuals for high schools and for colleges and universities. For the past year, Colonel Bank has been serving as assistant to the director of Special Services Division, in which capacity he has visited various theaters of operation, among them Africa, Italy, England and France, in order to study, and advise on, the organization and operation of the overseas athletic and recreation programs. He, also, found time to participate in some combat operations, and returned to the United States, wearing the overseas ribbon with two battle stars.

Colonel Bank is a strong believer in the value of competitive athletics for building up the nation physically and claims that some form of sports should be compulsory for all students in our high schools and preparatory schools, with a part of the tax payers money going to building up bodies as well as minds. He states that America has most of the champions in sports, and that these athletes are superior to the Japanese and Germans physically, but that the average man whom we call into uniform is not as good a man physically as the average German or Japanese. Colonel Bank avers that we must not let that happen again in America —ever.

The colonel is a member of the National Committee on Physical Fitness which was set up in the Federal Security Agency and a member of the National Committee on Living War Memorials headed up by George Trautman.

NC 09 SOUTH STATE STREET, CHICAGO

One Important Year

By William A. Gerber
Instructor in Physical Education, Southwest High School, St. Louis

THE report of the medical draft boards brought down to date shows that roughly one out of every five American men is unfit for military service—a total of a little over 4,000,000 men aged eighteen to thirty-seven. If we could have as accurate a check on the young women of this country, we would find the total figure of young men and women unfit for military service truly appalling.

The First World War produced similar figures and brought on a flurry of reforms. The physical education groups throughout the country received much of the blame, and so educators decided to allot more time, facilities, and teachers for this work. Unfortunately, they did not allow nearly enough to bring about much of any improvement. World War I was followed by an avalanche of publicity to *educate for peace*, and in the physical education programs this produced an extensive play and game trend. And so when World War II blossomed out far enough to embroil the United States, it found our young men and women in no better physical and mental shape than they were twenty-five years ago. Since Pearl Harbor, the physical education program in our schools has become more strenuous, and in some localities there has been an increase in the time allotment. Nevertheless, this is not the answer because it fails to reach every young man and woman in the country, and because the programs in themselves are inadequate. We now know that the physical development of the individual must take place before maturity, preferably in the later "teen" years. Therefore, we need a plan which will reach out and gather in every young man and woman in this country, a plan which will apply the yardstick of health and development to these young people and then provide the necessary physical education, health, and corrective program called for.

Today finds us with no organization or institution which can adequately encompass these four plans and remedy existing conditions. Therefore, such an organization must be created. Obviously, this must be a project financed by the federal government. An organization, which must house, clothe, feed, and teach all of the young men and women of the nation for one year, will have to have a tremendous budget. This will mean more taxes, but even if only partially successful, it will benefit the taxpayers by giving our nation better health and physical development.

I would like to suggest the following plan as a means of eliminating the listed ills of our young people, and as a means of producing a nation of strong, healthy, and happy people.

I am suggesting one calendar year of compulsory training for all of the young men and women of the country during their seventeenth year, this training to be given at a camp similar to the C C C camps of a few years ago. I propose that the program for the year be divided into two major fields—physical education, craft and handicraft education.

The physical education should be a daily program made up of strenuous physical activities plus a wide variety of games and athletic activities to insure the fullest physical development of each individual. There must be enough tactics included to move groups efficiently from one locality to another without confusion. There must also be a health program that is preventive, corrective, and instructive in nature.

The craft and handicraft program must be both practical in nature and wide in scope. It should range from agriculture, animal husbandry, forestry, building crafts, motor repair, home repairs, home economics, down through hobbies of all sorts. All camp maintenance such as commissary, lunchrooms, laundry, et cetera, should be staffed in so far as practical by the young people in the camp. Each camp should have its own livestock, poultry, and garden. Each camp's personnel should also contribute labor for the welfare and improvement of the community in which it is located.

It would be foolish to include military training because armament, equipment, and military tactics change from war to war. The tactics in the physical education program and the group assignments for camp activities will accustom them to working together as a unit. Military science could contribute to the organization of the camp personnel in order to delegate authority and responsibility, and to maintain order in each camp. It could also supervise instruction and practice in the use of small arms.

Our present military organization can supply capable men and women from its ranks to staff these camps as soon as hostilities cease. Many of our teachers, doctors, and nurses now in the service would welcome the opportunity to join the staff of camps like these in supervisory and instructional capacities. The military services could also supply the equipment and materials necessary to run these camps from the surplus that the quartermaster's service will release.

In conclusion, I would suggest that these camps be kept in continuous operation with a rotating program or plan of operation, so that an individual may enter or leave at any time, and still receive the full benefit of the program.

INDEX TO ADVERTISERS

Athletic Institute 46, 47
Becton, Dickinson Co. 26
Bike Web Mfg. Co. 27
Brooks Shoe Co. 45
Coco Cola Co. .....Cover 3
Converse Rubber Co. 4
Dean, Everett 45
Denver Chemical Co. 42
Dolge Co., C. B. 28
Ederer Co., R. J. 41
Esquire 6
Griswold & Nissen..... 41
Hillyard Co., The..... 35
Huntington Laboratories....Cover 2
Ivory System.....Cover 4
Kahnfast Athletic Fabrics..... 28
Mac-Gregor-Goldsmith, Inc. ...24, 25
Medart Mfg. Co., Fred..... 33
National Sports Equipment Co. .. 39
Petersen & Co. 41
Rawley Co., The..... 3
Rawlings Mfg. Co. 21
Reach, Wright & Ditson..... 19
Riddell Inc., John T. 43
Softball Tournaments .....Cover 3
Spalding & Bros., A. G. 1
U. S. Rubber Co. 29
Voit Rubber Corp., W. J. 31
Wells, Clifford, Basketball..... 35
Wilson Sporting Goods Co. 23
Witchell-Sheill Co. 2

The 1944 Fall Intramural Softball Tournament

☆

Now For the Records of the Fall Tournament

Sanctioned by
The Amateur Softball Association
Awards by The Coca-Cola Company

Coaches and softball players,—last year we made an excellent start in staging an all-out nation-wide intramural softball tournament. Now we are ready for the results of this year to show whether we have doubled our first-year participation.

Sanctioned by The Amateur Softball Association of America—an allied member of the A.A.U. Awards by The Coca-Cola Company.

(ENTRY BLANK)

Amateur Softball Association
Municipal Pier, St. Petersburg, Fla.

Please enter our high school in the Amateur Softball Association Coca-Cola 1944 Fall Intramural Softball Tournament. It is understood that at the completion of this tournament by our school a set of 10 Sterling A. S. A. Coca-Cola Softball Awards will be sent us without charge.
We will have

.....boys teams

.....girls teams

..... School name

..... City State

..... Coach's name

No entry fees. No obligation. Just fill out the coupon and mail it in. You will be mailed brackets and all instructions giving full details for conducting your own tournament. Do it today . . . and get valuable awards laid aside for your school by The Coca-Cola Company.

Note: If you have had a fall softball tournament and have failed to report it, do so at once.

THE ATHLETIC INSTITUTE
Make the Most of Playtime
COLLABORATING WITH THE AMERICAN LEGION AND THE N.C.A.A.
A NON-PROFIT ORGANIZATION

LOYALTY TO A CAUSE

During those dark days following Pearl Harbor, when it looked as though competitive sports were doomed, THE ATHLETIC INSTITUTE with its President, the late Major John L. Griffith, came to the rescue—and competitive sports lived on.

Through our membership in THE ATHLETIC INSTITUTE we had the privilege, at times, of working in cooperation with Major Griffith, and we can truly say from personal observation, "There was a man who gave his life in loyalty to a cause—the preservation of athletics in wartime."

You sports lovers of America owe an everlasting debt of gratitude to THE ATHLETIC INSTITUTE and its late President for the magnificent job they did in helping to save competitive sports from oblivion.

Ivory System

RECONDITIONERS OF ATHLETIC EQUIPMENT

PEABODY, MASSACHUSETTS